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STATEMENT OF ACTIVITIES 1982-83

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION—1984

Connecticut State Board of Education

June K. Goodman, Chairwoman

James J. Szerejko, Vice-Chairman

A. Walter Esdaile

Warren J. Foley

Roberto Fuentes

Abraham Glassman

Rita L. Hendel

John F. Mannix

Julia S. Rankin

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

STATEMENT OF ACTIVITIES 1982-83

An Annual Report of the State Board of Education and
State Department of Education

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1982-83 was a year of transition for the State Department of Education.

Mark R. Shedd, whose term as commissioner expired on January 5, 1983, did not stand for reappointment. Joseph R. Galotti, associate commissioner and director of the Division of Vocational Rehabilitation, became acting commissioner, pending the appointment of a commissioner, and served in that capacity until July 1, 1983. The State Board of Education conducted a national search and appointed Gerald N. Tirozzi as commissioner of education effective July 1, 1983.

The position of deputy commissioner, held by Theodore S. Sergi until January 5, 1983, remained vacant for the balance of the year.

Three new Board members, appointed by Governor William A. O'Neill, joined the Board on March 1, 1983. They are A. Walter Esdaile, Rita L. Hendel and John Mannix. Two former Board members--Abraham Glassman and Julia Rankin--were reappointed.

In February 1983 Robert E. Lamitie assumed the position of associate commissioner and director of the Division of Educational Administration and began the reorganization of staff by function and the computerization of grants processing.

This was also a year of intensive self-study and examination of Connecticut's public education system as the Board and the Department sought ways to achieve both equity and excellence in the learning experiences provided to the state's residents, particularly its young people. Four committees deliberated specific aspects of program and service delivery and prepared to make recommendations to the Board and the public. The committees are: Distinguished Citizens Task Force on Quality Teaching; Certification Advisory Council; Committee on the Revision of Procedures and Standards for Teacher Preparation Programs, and the Professional Development Council. A testing panel also began developing plans to survey educators, business persons and parents concerning the academic skills on which prospective teachers should be tested and to recommend tests to be piloted.

Organization and Responsibilities

Connecticut's public school system, serving 504,854 students (K-12), strives to provide excellence and equity in educational programs within the framework of state and federal laws. The central premise of state law is a guarantee that each student in Connecticut's public schools will have an equal opportunity to receive a suitable educational experience. Assuring a suitable program for each student is the responsibility of the state.

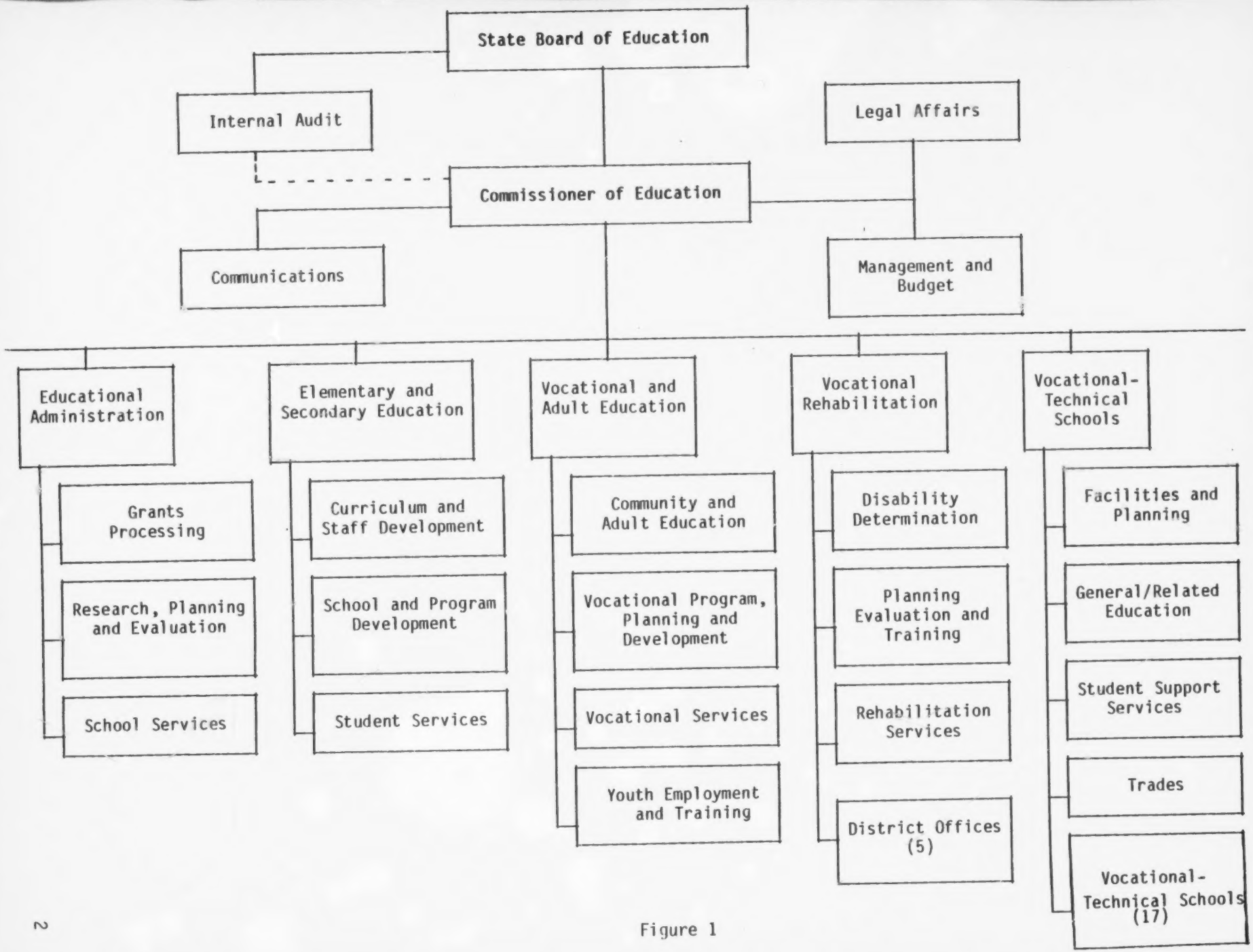
State Board of Education
Internal Audit
Legal Affairs
Commissioner of Education
Communications
Management and Budget
Educational Administration
Grants Processing
Research, Planning and Evaluation
School Services
Elementary and Secondary Education
Curriculum and Staff Development
School and Program Development
Student Services
Vocational and Adult Education
Community and Adult Education
Vocational Program, Planning and Development
Vocational Services
Youth Employment and Training
Vocational Rehabilitation
Disability Determination
Planning Evaluation and Training
Rehabilitation Services
District Offices (5)
Vocational-Technical Schools
Facilities and Planning
General/Related Education
Student Support Services
Trades
Vocational-Technical Schools (17)

Figure 1

To fulfill this responsibility, a nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for children and youth.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly. The chairwoman of the Board, appointed to the position by the Governor, is June K. Goodman, Danbury. James J. Szerejko, Hartford, serves as vice-chairman. Their terms expire in 1985, as do the terms of Roberto Fuentes, Stamford, and Warren J. Foley, North Canaan. Appointed to serve until March 1, 1987 are: A. Walter Esdaile, New Haven; Abraham Glassman, South Windsor; Rita L. Hendel, New London; John F. Mannix, Wilton; and Julia S. Rankin, Ashford. Serving in an ex officio capacity is Norma Foreman Glasgow, commissioner of higher education. The Commissioner of Education, who is the Secretary of the Board and the administrative head of the Department, is appointed by the Board of Education.

The State Department of Education, which is the operating agency for the State Board of Education, is composed of the Office of the Commissioner and five divisions: Educational Administration, Elementary and Secondary Education, Vocational and Adult Education, Vocational Rehabilitation, and Vocational-Technical Schools (see Figure 1).

The goals of the divisions and bureaus that make up the State Department of Education relate directly to the State Board goals set forth in the *Comprehensive Plan for Elementary and Secondary Education*. The emphasis in all activities is on quality. Major priorities are to ensure educational program excellence, provide equal educational opportunities for all Connecticut students and to ensure professional competence among Connecticut teachers.

1982-83 Achievements

In carrying out its mandated responsibilities during 1982-83, the Board

- adopted an audit policy and conducted internal audits of a number of grant accounts;
- formed a joint committee with the Board of Higher Education to advise the boards on the coordination of educational technology for Connecticut students;
- amended the criteria for school approval to require an educational organization to exist for five years before it can seek state recognition as an approving agency;
- granted authorization to the Elementary and Middle School Principals' Association of Connecticut and the Norwich Diocesan School Office to grant school approvals through February 1, 1988;

- approved nationally promulgated standards for accrediting rehabilitation facilities providing vocational services to clients of the Division of Vocational Rehabilitation;

- voted to expand the program of parent volunteers to all the vocational-technical schools;

- published *A Guide to School Library Media Programs* which received an award for excellence from the National Association of State Education Department Information Officers (NASEDIO).

Board members expressed their intent to look beyond compliance with guidelines and regulations and to evaluate the effect of programs on students. They decided to develop their own definition of "educational equity," to assess disparities in school district spending, and to review materials that will help them evaluate which school practices actually improve student performance and proficiency.

Among the year's achievements in education of which the Board is particularly proud are the designation of LeRoy E. Hay, an English teacher at Manchester High School, as National Teacher of the Year; the citing of six Connecticut schools as examples of successful public secondary schools in the National School Recognition Program; and the designation of five Connecticut seniors as 1983 presidential scholars.

Within the state, some of the noteworthy accomplishments were the issuing of general educational development (GED) or high school equivalency diplomas to 4,758 persons; vocational rehabilitation of 1,884 physically or mentally disabled adults; graduation of 2,410 students from the state's regional vocational-technical schools, about 20 percent of whom are going on to higher education; and approximately 23,000 young people and adults completing vocational programs with 90 percent of those seeking jobs finding employment.

The balance of this annual report describes in more detail the organization of the Office of the Commissioner and the five divisions that comprise the Department of Education and highlights some activities and accomplishments during 1982-83 of the bureaus and units of which the divisions are composed. A complete status report, with each activity indexed to the related objective in the *Comprehensive Plan,* is available in the public information office. Of the 37,706 graduates in June 1982 from 150 public high schools in Connecticut, 64.2 percent (24,205) went on to some form of postsecondary education. This is the highest percentage ever reported of Connecticut graduates continuing their education.

Resources

A summary of the staffing and expenditures of the State Department of Education for 1982-83 appears in Table 1. Amounts expended from both state and federal funds are shown for each of the five divisions and for the Office of Management and Budget, including the Commissioner's Office.

The number of authorized positions is for the end of the fiscal year, June 30, 1983. Further details for each of the divisions, by bureau and unit, appear at the end of each section of the report in Tables 2 through 6.

Table 1

Divisions	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Educational Administration	51	$ 1,183,436	$ 548,077	-	-	31	$ 1,041,096	$ 132,328	$ 4,648	$25,540,368
Grants to Towns					$505,187,939					
Grants to Other Than Towns					7,795,125					
Elementary and Secondary	42	1,320,734	346,510	-	-	55	1,861,345	1,484,349	14,133	44,079,250
Vocational-Technical Schools	1,396	29,701,090	7,033,528	$788,693	-	92	2,564,024	1,705,995	-	7,823
Vocational and Adult Education	26	649,604	161,516	-	-	57	1,602,863	494,819	-	14,339,524
Vocational Rehabilitation	-	-	-	-	-	322	9,504,630	3,194,949	95,421	3,643,534
Office of Management and Budget	64	1,275,515	971,378	-	-	56	1,039,053	18,360	2,244	-
Agency Total*	1,579	$34,130,379	$9,061,009	$788,693	$512,983,064	613	$17,613,011	$7,030,800	$116,446	$87,610,499

TOTAL General Fund $556,963,145
Federal Fund $112,370,756
Department $669,333,901

* Does not include Mystic Education Center

OFFICE OF THE COMMISSIONER

Affirmative Action

Communications

Federal/State Relations

Internal Audit

Legal Affairs

Legislative Relations

Management and Budget

Policy and Planning

MISSION

. . . General supervision and control of the educational interests of the state, . . . [including] preschool, elementary and secondary education, special education, vocational education and adult education; . . . provide leadership and . . . promote the improvement of education in the state . . . ; keep informed as to the condition, progress and needs of the schools . . . ; develop . . . evaluation and assessment programs designed to measure . . . the adequacy and efficacy of the educational programs offered by public schools . . . . Submit to the governor . . . and to the . . . [education] committee of the general assembly . . . a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction . . . .

Connecticut General Statutes
Section 10-4

Functions performed by the staff of the Commissioner's Office include: Policy and Planning, Affirmative Action, Communications, Federal-State Relations, Internal Audit, Legal Affairs, Legislative Relations, and Management and Budget.

Policy making and planning functions carried out by staff in the Commissioner's Office include the development of organizational plans for improved agency operations; maintenance of effective relationships with other state agencies; acting as liaison and providing technical assistance to local school districts, state and national education associations. Policy and Planning staff members review interagency plans and state plans for federal assistance to ensure that they are consistent with the goals of the State Board of Education.

A member of the Commissioner's staff serving as liaison to the State Board of Education, gathers and compiles information that is timely, accurate and relevant to the issues on which the Board must act. Through this procedure, the Commissioner can ensure that the Board has the necessary materials with which to make decisions; that Department staff members are aware of Board actions relating to their specific areas of responsibility, and that all actions of the Board are properly recorded and documented in accordance with state law.

The agency's **affirmative action** officer seeks to ensure equal opportunities to employees and applicants in all aspects of employment including recruitment, selection, promotion, terms and conditions, privileges, compensation, training, educational assistance, benefits, transfers, discipline, layoffs, recalls and termination. Thus the Commissioner's Office continually monitors personnel policies and procedures, removing all discriminatory practices. A major activity involves updating the Department's Affirmative Action Plan twice yearly. Another function is to attempt to increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

The **Communications Unit** within the Commissioner's Office is responsible for public information and publications functions of agency.

The **public information office** serves as the contact point for all news media. Responsibilities include release of information and statements to the media and prompt response to all inquiries from media representatives and the public. Staff members answer the Governor's Information Line, maintain a clipping service for the Department and assist with the distribution of some publications.

The **publications office** is responsible for editing and producing Department publications and provides consulting service to Department personnel as they prepare materials for publication. The office continues to expand its use of a word processor to generate copy for printing and transmittal directly from the word processor to printer. The saving in time and money is considerable.

Staff members of the Communications Unit develop speeches, articles, newsletters, brochures, reports, memoranda, and internal house organs, and assist with writing grant proposals.

The **Federal/State Relations Unit** maintains liaison with Congress and the administration in Washington, D.C. and the administration's regional office in Boston, Massachusetts. Other Washington-based agencies with whom contacts are maintained include the U.S. Department of Education, the National Center for Education, the National Center for

Education Statistics, the National Institute of Education and the Office of Management and Budget. These contacts provide timely information on pending legislation that will affect education in Connecticut and on which the State Board of Education may wish to act. The information is abstracted and shared with Department staff on a regular basis.

The **Office of Internal Audit**, operating within the Commissioner's Office but responsible directly to the Audit Committee of Board, monitors all grants processed, conducts financial and operational audits, and evaluates the adequacy, effectiveness and security of the information processing system.

The **Office of Legal Affairs** provides information about educational rights and responsibilities to the Department, local school districts, parents and citizens. Responsibilities of the office include: review of contracts, agreements and regulations; handling complaints and inquiries regarding the educational interests of the state in compliance with Section 10-4b of the General Statutes; supervision of Department activities related to hearings, appeals, teacher-board conciliation, arbitration and related services; and liaison with the Attorney General's Office. During the 1982-83 school year, 95 teacher and 58 administrator contracts were settled.

The staff assistant for **Legislative Relations** plans and manages activities related to the executive and legislative branches of state government. This involves developing an annual state legislative cycle and coordinating with the General Assembly all State Board and State Department of Education matters relating to legislation, regulations, funding and constituent concerns. A representative of the Commissioner's Office maintains continuous liaison with the Education, Appropriations and Finance Committees of the General Assembly and informs the Board and Department of activities of the General Assembly. Following each legislative session, new laws relating to education are reviewed and a report sent to all school districts and educational organizations.

The **Office of Management and Budget** (OMB) provides systems and services for effective management and operation of the State Department of Education. OMB includes the Office of the Director and four sections organized by function: budget, allotments and payrolls; purchasing, payments and accounting; personnel; and property control and central services.

The Director of Office of Management and Budget serves in the Commissioner's Cabinet. In addition to managing the office, the Director is liaison to the Connecticut School Business Official's professional organization.

The staff of the Budget, Allotment and Payroll section develops the agency's budget and monitors and processes the allotment of appropriated funds.

The Personnel section processes requests for all positions and for appointments of staff for the agency, as well as coordinating the agency's labor relations and responsibilities.

The Property Control and Central Services section maintains an inventory for the agency's equipment and property; processes leases; operates a central stockroom of office supplies; and provides mailing services.

The Purchasing, Payment and Accounting section processes the purchase and payment of commodities, contractual services and equipment for the agency and maintains an accounting file of all financial transactions.

During the year, the Office of Management and Budget continued to be responsible for maintaining the physical plant and equipment at the Mystic Educational Center in Groton.

Resources

The number of personnel and the financial resources of the Office of the Commissioner are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Table 2

	General Fund					Federal Fund				
Bureaus and Units	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Commissioner	10	$ 234,502	$101,411	-	-	2	$ 90,674	$10,713	$2,014	-
Legal Affairs	2	148,640	13,215	-	-					
Communications	1	36,102	15,602	-	-	3	59,965	2,100	-	-
Affirmative Action	1	27,389	258	-	-	1	8,827	-	-	-
Internal Audit	4	107,556	1,676	-	-	1	20,385	-	-	-
Division Director	4	95,861	227,569	-	-	1	24,494	5,547	230	-
Accounting, Payments and Purchasing	23	332,058	208,998	-	-	28	567,248	-	-	-
Central Services and Property Control	3	52,778	398,668	-	-	5	73,108	-	-	-
Personnel	8	116,472	1,983	-	-	6	93,869	-	-	-
Budgeting, Allotments and Payroll	8	124,157	1,998	-	-	9	100,483	-	-	-
Division Total	64	$1,275,515	$971,378	-	-	56	$1,039,053	$18,360	$2,244	-

DIVISION OF EDUCATIONAL ADMINISTRATION

Bureaus

Grants Processing

Research, Planning and Evaluation

School Services

MISSION

". . . To support the activities of the departmental staff and local agencies by developing and improving management and organization."

Comprehensive Plan for Elementary and Secondary Education

Major responsibilities of the Division of Educational Administration (DEA) are to provide the department and local education agencies with a wide range of management services, including

- state and federal grants management
- child nutrition programs management
- research, planning and evaluation
- data processing
- professional certification
- school facilities services

The Division collects, analyzes and disseminates information on which the State Board of Education, local school boards and administrators, the legislature and the public can make policy decisions about public education in Connecticut.

Organization and Responsibilities

The reorganization of the Division according to function continued under the leadership of Robert E. Lamitie, who assumed the position of associate commissioner and director of the Division of Educational Administration in February 1983. The work of the Division is carried out by three bureaus, each of which contains three units with specific responsibilities related to the overall purpose of the bureau to which they belong (see Figure 2).

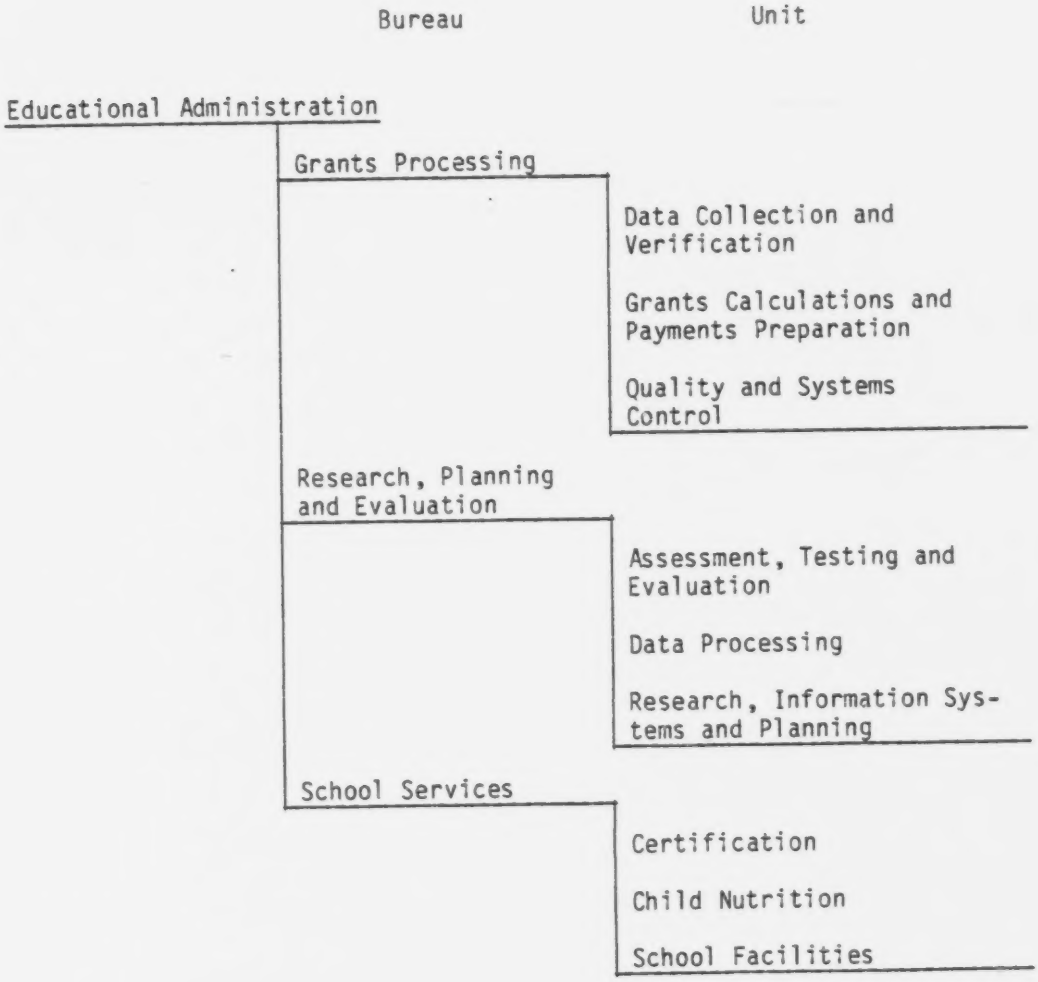

Figure 2
Division of Educational Administration

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The primary purpose of the **Bureau of Grants Processing** is to ensure that local school districts and other eligible state and local agencies receive their proper share of state and federal grants-in-aid for educational purposes. The distribution of funds is based on local reports and other substantiating materials, in accordance with state and federal laws and regulations. At the same time, the bureau is responsible for producing information that is useful to managers and policymakers, particularly information that relates to legislation affecting grants-in-aid, and for providing technical assistance to grant recipients to ensure their compliance with current laws and regulations.

The **Data Collection and Verification Unit** collects, verifies and disseminates all necessary revenue expenditure and data from local education agencies, state and federal agencies.

The **Grants Calculations and Payments Preparation Unit** calculates all grants according to prescribed formulae and prepares all the paper work necessary to allocate and make the payments.

The **Quality and Systems Control Unit** periodically reviews the standards followed in grants processing, maintains up-to-date procedures manuals and conducts audits.

Each of the three units participates in analyzing the fiscal impact of proposed state and/or federal legislation and in preparing the budget of the State Board of Education.

§§§§§§

The overall responsibility of the **Bureau of Research, Planning and Evaluation** is to provide the State Department of Education, and Connecticut educators and citizens with the information they need to effectively direct and operate the public elementary and secondary schools of the state. This information is generated in the form of research findings; program evaluations; summaries of current practice; policy analyses; reports on the condition of the state's public schools, their progress and needs; and policy recommendations about the educational interests of the state.

The **Assessment, Testing and Evaluation Unit** oversees statewide assessment activities and provides information about the performance of the public schools and the State Department of Education with respect to established state and local goals and objectives. A major responsibility is to develop strategies and techniques for evaluating and reporting on the progress of public education in meeting established pupil achievement objectives. Four major program components are:

- Education Evaluation and Remedial Assistance (EERA) which includes developing and administering a ninth-grade proficiency examination; evaluating school district testing and remedial assistance plans; analyzing school district EERA biennial reports; conducting in-service workshops and designing a procedure for conducting on-site program audits.

- Connecticut Assessment of Educational Progress (CAEP) including development and administration of objective-referenced tests (art/music, career education, social studies, etc.) and dissemination of results.

- Compensatory Education Evaluation, which includes reporting on the effectiveness of compensatory education programs, federal and state.

- Development of Tests and Assessment Procedures. Currently the unit is involved with development of an entrance examination for prospective teachers and an exit examination for individuals seeking initial teacher certification.

The **Data Processing Unit** is responsible for developing and maintaining the Department's computerized data systems to produce and organize information about the operation of the schools and how they are functioning. The unit coordinates all data collection activities and provides information for use in the development of policy and programs. Projects include monitoring and reporting local district expenditures and school tax rates; analyzing the impact of legislation on fiscal resources supporting educational opportunities; and maintain records to verify the status of certification and assignments of all professional staff.

As part of the Division's reorganization according to function, the responsibilities of the **Research, Information Systems and Planning Unit** are to acquire, analyze and present information for the use of local, state and federal education policymakers. Data now being maintained on computer files include information about local school district personnel, minority staff and pupils, nonpublic school pupils, and activities of public and nonpublic high school graduates. Staff data is coordinated with the Teachers' Retirement Board. The information forms the basis for periodic published research reports on staff, students, and enrollment. Data are also made available to Department of Education staff on topics such as racial imbalance, affirmative action, effective schools, enrollment projections and other subjects.

§§§§§§

The **Bureau of School Services** reviews and approves programs in child nutrition, school facilities and teacher certification. Its mission is to assist school personnel with technical guidance in these areas, so that all parties are able to meet the demands of statutory and regulatory requirements.

The **Certification Unit** issues certificates necessary for employment in local school districts to eligible school personnel, including teachers and administrators. The unit is responsible also for ensuring that all personnel hold appropriate certificates and that local districts act in compliance with state statutes and regulations. This is achieved through an annual survey of the certification status of all Connecticut teachers and employees subject to certification.

The **Child Nutrition Unit** administers the federally funded nutrition programs such as the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Summer Food Service Program and the Child Care Food Program. The United States Department of Agriculture provides reimbursement for nutritionally adequate meals served in these programs. To receive federal funds and government-donated foods, a school district agrees to serve breakfasts and/or lunches that meet minimum nutritional requirements at as low a cost as possible; to serve needy children free of charge or at a reduced rate; to operate on a nonprofit basis, and to ensure that all child nutrition programs are available to all children without regard to race, color, age, sex, religion, national origin or physical disability.

Information about foods and nutrients is made available to students, teachers and food service personnel, and nutrition education curricula and materials to be used with students are distributed to schools participating in the Nutrition Education and Training Program (P.L. 95-166).

The services of the **School Facilities Unit** relate to the construction of new facilities, the extension or alteration of existing facilities, and assuring that all public school buildings meet health, safety and fire code standards. Staff members review all specifications for economy and utility; approve preliminary and final plans; inspect school plant sites for suitability and codes compliance; collect and distribute cost, technical and procedural information on all municipal and regional projects receiving state grants; and certify periodic and final grant payments.

The unit also communicates with other state and federal agencies on developments in the field of school plant planning and advises local school officials, architects and representatives of community groups on the application of laws, regulations and Department policy.

1982-83 Achievements

The **Division of Educational Administration** expanded its capability to respond to local education agency needs for timely and appropriate federal and state grant information, research findings, program review and monitoring functions. This required an increase in in-service training on new federal and state laws and regulations, and improvement in the data collection system. Certain division functions were reassigned.

Among the 1982-83 accomplishments are the following:

- Upgraded the Department's data processing capabilities and increased computerization of grants processing;
- Computerized Guaranteed Tax Base (GTB) calculations;
- Promoted passage of legislation to ensure accuracy of Guaranteed Tax Base data elements;
- Reduced the number of verification checks used to calculate grants from three to two, following a review of the process which indicated that a reduction would not affect accuracy;
- Reduced the length of the End-of-Year School Report (ED-001) used for collection of school expenditure data;
- Completed proposed amendments to regulations to provide uniform procedures for the calculation of Net Current Expenditures and Net Current Local Educational Expenditures;
- Developed a GTB procedures manual;
- Increased training for grants processing staff in word processing, Education Equalization Grant, Child Nutrition grants, and other programs;
- Held 11 regional seminars/workshops to assist local education agencies in preparation of grant applications;
- Analyzed transportation, special education and in-kind services data reported by school districts;
- Contracted for an independent audit of 30 local education agencies (to be conducted in the future by State Board of Education's internal auditors);
- Developed a data-base management system for vocational education;
- Placed data-entry terminals in vocational rehabilitation district offices;
- Held initial discussion with the Bureau of Curriculum and Staff Development to redesign the CAEP reading assessment into a more comprehensive Language Arts/English assessment;
- Completed CAEP in Career Education, continued to assess Social Studies, and initiated CAEP studies of Language Arts and Business and Office Education;
- Awarded contract for CAEP in vocational education;
- Designed a program to assess the effective school project;

- Published a report analyzing the progress of Connecticut students in the basic skills of reading, mathematics and writing;

- Reported on progress of compensatory education students in mathematics and reading;

- Issued ten research reports containing information on projected enrollments, local district expenditures and school tax rates, racial imbalance in public schools, ratios of females and minorities in education administration positions, and the postgraduate activities of public and nonpublic high school graduates and completers of vocational education programs;

- Reduced paperwork and reporting required of local districts by 17 forms;

- Prepared data and analyses for departmental affirmative action reports;

- Prepared special analyses for the Education Equity Study Committee, the Distinguished Citizens Task Force on Quality Teaching and other groups examining various aspects of public education in Connecticut;

- Issued 6,712 certificates for personnel employed by local boards of education;

- Conducted annual verification of certification and teacher assignments within school districts;

- Handled 29 equivalency requests, one revocation, and seven appeals for extension of certificates;

- Prepared lists of certified teachers, by endorsement and expiration date, to assist local school districts in staffing school;

- Established a Teacher Examination Development Panel;

- Assisted local school systems to minimize the effects on child nutrition programs of federal budget cuts and changes in eligibility criteria for free and reduced meals;

- Prepared three state plan for child nutrition programs for submission to U.S. Department of Agriculture;

- Conducted 106 civil rights reviews of selected school districts and institutions;

- Assisted public and nonpublic schools to develop goals for nutrition education and held 18 training workshops on new legislation;

- Conducted biennial evaluations of three regional educational service centers: CES, ACES, LEARN;

- Sponsored three energy conferences for school districts and developed a manual on energy plans for all schools;
- Informed school systems about school closings and alternative school use;
- Conferred with 300 school district personnel on implications of declining enrollment for alternative uses of available school facilities;
- Reviewed applications for school facilities grants, calculated grants, monitored progress of approved school facilities, reviewed 1,022 grants for payments in amount of $28,273,079;
- Evaluated four sites and reviewed 175 buildings;
- Inspected 20 schools for asbestos problems and 80 buildings as part of annual survey.

Resources

The number of personnel and the financial resources of the Division of Educational Administration are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Table 3

	General Fund					Federal Fund				
Bureaus and Units	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
*Bureau of Research, Planning and Evaluation	14	$ 470,536	$423,452	-	-	11	$ 378,155	-	-	-
Research, Information and Planning	6	217,218	38,761	-	-	1	18,638	-	-	-
Assessment, Testing and Evaluation	3	111,448	379,372	-	-	4	135,054	-	-	-
Data Processing	3	87,893	945	-	-	6	224,463	-	-	-
*Bureau of Grants Processing	12	284,781	57,168	-	-	12	357,715	-	-	-
Data Collection and Verification	4	105,278	8,305	-	-	4	98,157	-	-	-
Quality and Systems Control	2	53,014	1,617	-	-	2	56,700	-	-	-
Calculations and Payments	1	29,648	6,263	-	-	5	184,888	-	-	-
Grants to Towns					505,187,939					
Grants to Other Than Towns					7,795,125					
*Bureau of School Services	16	336,232	3,656	-	-	8	305,226	$132,328	$4,648	-
School Facilities	5	105,949	2,617	-	-					
Child Nutrition	2	41,633	604	-	-	8	305,226	132,328	4,648	-
Teacher Certification	7	134,603	325	-	-					
**Division Total	51	$1,183,436	$548,077	-	$512,983,064	31	$1,041,096	$132,328	$ 4,648	$25,540,368

*Includes Office of Bureau Chief
**Includes Office of the Associate Commissioner

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Bureaus

Curriculum and Staff Development

School and Program Development

Student Services

MISSION

To help local school districts develop and improve elementary and secondary education programs and services.

Major responsibilities of the Division of Elementary and Secondary Education, embodied in the goals of the State Board of Education and in federal and state statutes, include

- approving, monitoring and evaluating school programs to meet state and federal requirements
- special education
- learning resources and technologies
- equity and equal opportunity
- ensuring professional competencies
- curriculum development

Organization and Responsibilities

The Division, comprised of three bureaus, each of which is made up of several special-purpose units, is the state's primary provider of educational support to local school districts. The activities of the Division and its educational consultants are directed by Associate Commissioner Robert I. Margolin. The organization of the Division is depicted in Figure 3.

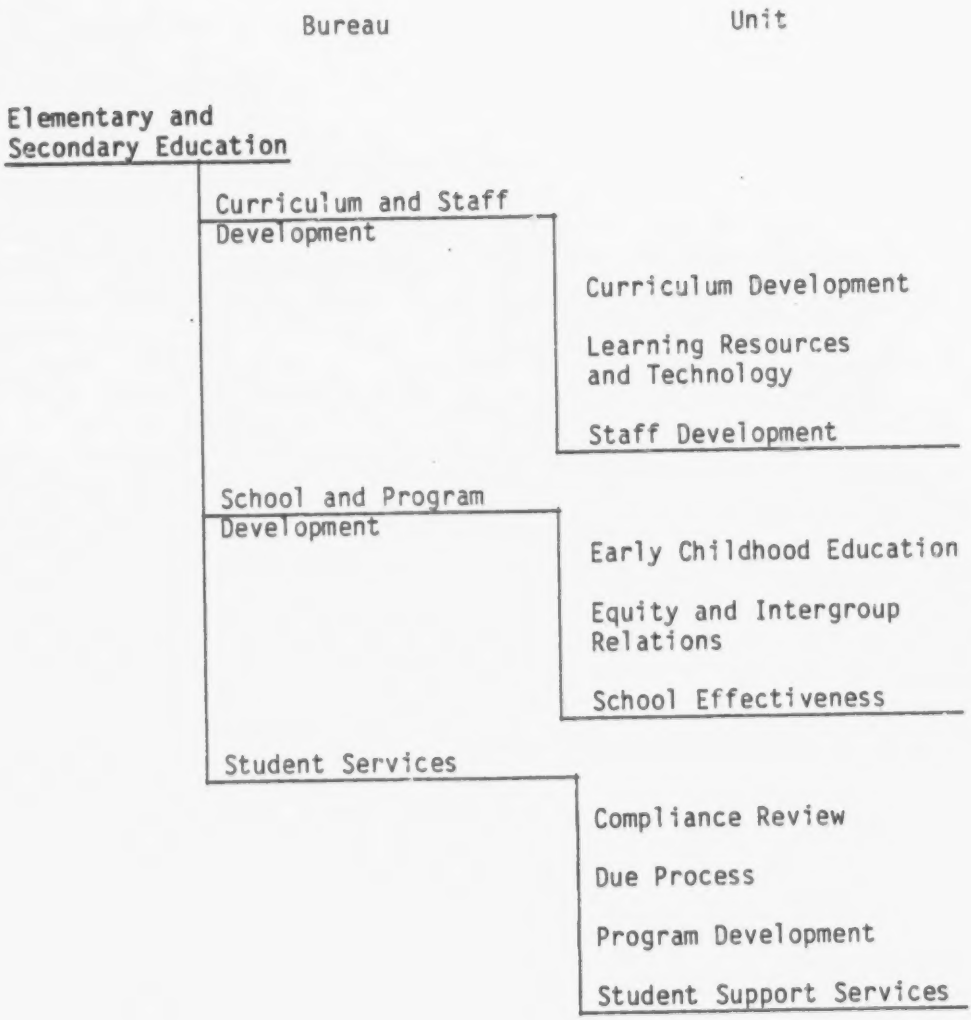

Figure 3
Division of Elementary and Secondary Education

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The purposes of the **Bureau of Curriculum and Staff Development** are implicit in its title: to help local education agencies develop and improve curriculum offerings and to increase the competence of teachers and administrators.

The staff of the **Curriculum Development Unit** includes curriculum specialists in the arts, foreign languages, health and safety education, language arts, mathematics, physical education, science and social studies. The area of career education is covered by a part-time consultant.

The unit supplies materials and provides expertise to local and regional school districts, especially those that have been identified as needing help in particular curriculum areas, in order for districts to offer the planned, ongoing and systematic programs of instruction required by state statute. Each consultant responds to the individual requests of districts for assistance and serves as a resource to other units of the State Department of Education, to state agencies and to the general public. All curriculum consultants participate in regional workshops, meetings and statewide conferences on topics of broad interest.

The **Learning Resources and Technology Unit** administers the Department's instructional television services, selecting and scheduling programs to be broadcast, and provides technical assistance to local schools and school libraries in developing programs and facilities for the effective use of instructional technology, including computers as well as television. The unit also issues printed materials in support of school media programs. In addition, the unit is responsible for facilitating cooperation among the State Department of Education, local education agencies, regional educational service centers, cooperative library service units and the State Library in matters relating to learning resources and technology.

The **Staff Development Unit** is involved in the approval of teacher education programs, the development of teacher centers, and in workshops and other professional development activities for teachers and administrators throughout the state. The unit's responsibilities include providing leadership and assistance to local school districts and institutions of higher education for the continuous improvement and development of excellence in programs for educational personnel and acting as staff to the Professional Development Council and the committees established as a result of Council recommendations.

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The objective of the **Bureau of School and Program Development** is to help schools become more effective as places in which students learn.

The **Early Childhood Education Unit** focuses on the years between birth and kindergarten entry. Its areas of concern include child care, parenting, early childhood special education and interagency collaboration.

The unit carries out activities necessary to promote the expansion of early childhood education services in the state. Consultants work to ensure that all of the state's young children have access to quality early learning experiences. Because of the paucity of information on early childhood education, there is a great need to simulate primary practices, to research and to disseminate the results, and to coordinate and expand existing professional development opportunities.

Early childhood consultants are involved in establishing criteria for the licensure and approval of the educational components of early childhood programs, and designing and implementing procedures for such licensure and approval. Unit members collect data and information to assist in planning and evaluation.

The current focus is on collaborative arrangements among local, state and federal agencies. The unit administers the State Implementation Grant which supports efforts to establish interagency collaboration for young handicapped children and the Preschool Incentive Grant which supports training, technical assistance and service to benefit handicapped children of ages three through five.

Consultants in the **Equity/Intergroup Relations and Special Programs Unit** seek to enhance the range and quality of instructional programs for all students, regardless of their dominant language, race, national origin, sex or handicapping condition. Programs included within the unit are bilingual education, sex equity, national origin, home instruction, student affairs, law-related education, refugee assistance, public and nonpublic school approval, crisis intervention, intergroup relations and Native American education. Consultants, functioning as program managers, are responsible for developing and implementing state programs which are prescribed by the appropriate state and/or federal legislation; disbursing funds to eligible school districts; monitoring for compliance; and assisting school districts seeking to improve the educational opportunities of students with special needs. Statewide, regional and local workshops and conferences are offered on issues related to equal educational opportunity.

The **School Effectiveness Unit** is responsible for administration of Connecticut's compensatory education programs (Chapter 1 of the federal Education Consolidation and Improvement Act (ECIA) of 1981 and Remedial Assistance Grants under the State's Education Evaluation and Remedial Assistance (EERA) program); for administration of the federal education block grant program under Chapter 2, ECIA; and for implementation of Connecticut's School Effectiveness Project.

Chapter 1 and EERA programs serve approximately 50,000 children in 146 participating school districts, while Chapter 2 serves the majority

of school-age children in the state in all local school districts and in four state agencies. The School Effectiveness Project operates in 24 Connecticut public schools. In addition to the above, special services are provided in the areas of rural education, urban education, migrant education and programs in institutions for neglected and delinquent children. The unit oversees approximately $30 million in state and federal grants.

For Chapter 1, EERA and Chapter 2, the unit provides administrative and program support services which include reviewing and approving grant applications, conducting on-site monitoring visits, disseminating information on policies and programs, promoting parent involvement, undertaking state-level program evaluation, and coordinating unit activities with other federal, state and local programs.

School Effectiveness Project activities include disseminating information, recruiting new schools as project participants, undertaking comprehensive school assessments, conducting planning and problem-solving institutes for school staff, and providing post-institute follow-up services to participating schools.

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The **Bureau of Student Services** is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs.

The **Compliance Review Unit** monitors all public school programs that serve handicapped children to ensure that the programs comply with special education laws, state and federal. The unit is also responsible for the approval of special education programs in private schools.

Each year the unit reviews approximately one-third of the local school district programs in Connecticut. Additionally, private special education programs are evaluated for initial or continuing approval and recommendations are forwarded to the State Board of Education for action.

Other activities, outlined in the *Comprehensive Plan,* include development of a private school cost reporting system; new standards for approving private special education programs, and the maintenance of a directory of approved private schools offering special education programs.

The **Due Process Unit** is responsible for ensuring that exceptional children and their parents are afforded their rights under both state and federal law, and is responsible for maintenance of the computerized Special Education Monitoring Information System (SEMIS).

The procedural requirements for the resolution of disagreements between parents and school districts regarding a child's special education are set forth in the Connecticut General Statutes. Section 10-76h provides for an administrative review by a local board of education, to be

followed, if requested of the State Board of Education, by a mediation or hearing, for which the State Board appoints a mediator or hearing officer. A party aggrieved by the decision of the hearing officer may appeal to the courts. The legislation sets out specific timelines which must be followed in each of the above procedures.

Activities specifically related to due process include:

responding to complaints about special education

scheduling and monitoring mediations and hearings

advising mediators and hearing officers about applicable laws and regulations, court decisions, and State Board of Education policy

preparing the record of hearings which are appealed to the courts

recruiting, training and evaluating mediators and hearing officers

maintaining hearing records and mediation results

reviewing procedures, forms and manuals used by the unit to ensure compliance with the law

The unit also has the responsibility, as the maintainer of the agency's recordkeeping system, SEMIS, for reporting on the condition of special education within Connecticut. Activities include: collecting, processing, evaluating and distributing SEMIS materials; preparing and submitting state and federal special education pupil reports; publishing statistics on the condition of special education; and developing alternative procedures for submitting SEMIS data.

The **Program Development/Technical Assistance Unit** provides expertise and consultation to school districts in the development and improvement of programs for exceptional children. The assistance may be provided through on-site visits, meetings, workshops and written materials. Activities include disseminating guidelines to assist schools in the areas of occupational and physical therapy, learning disabilities, speech and language difficulties, hearing impaired, and gifted and talented children, along with commentary to the special education regulations.

The **Student Support Services Unit** provides assistance to local school districts in the area of pupil services, including strengthening programs in school psychology, school social work, school health and guidance and counseling. These programs are concerned with development, prevention and remediation. The resolution of potential problems through early intervention and individualization are crucial services provided.

1982-83 Achievements

During the past year, the Division of Elementary and Secondary Education gave particular attention to action strategies set forth in the *Comprehensive Plan for Elementary and Secondary Education*. The major accomplishments can be summarized as follows:

- Developed *A Guide to School Library Media Programs*, which addresses adequate levels of library and instructional media equipment, type and number of staff, and models of successful and common practices;
- Assisted local school districts in the use of the computer in instructional programs;
- Assisted school districts in interpreting, analyzing and using information from statewide testing to improve instructional programs;
- Provided schools with materials and information to heighten awareness among students of the damaging effects of drug, tobacco and alcohol abuse;
- Helped to develop a plan for the Connecticut Assessment of Educational Progress in language arts and took a major role in dissemination of the results of the CAEP testing in social studies;
- Provided models for consideration by high schools in establishing high school graduation requirements;
- Provided information, research and staff support to the Distinguished Citizens Task Force on Quality Teaching, the Certification Advisory Council, the Committee on the Revision of Procedures and Standards for Teacher Preparation Programs, and the Professional Development Council;
- Conducted the Connecticut Teacher of the Year Program;
- Coordinated and assisted the statewide network of teacher centers;
- Revised the Special Education Monitoring Information System (SEMIS), simplifying its use and reducing demands on local school districts;
- Developed a model for identifying promising practices in special education;
- Participated in the development of an intra-agency agreement with the Divisions of Vocational and Adult Education and Vocational Rehabilitation to foster collaboration in serving handicapped children and adults;

- Reviewed applications, evaluated and monitored programs in the areas of compensatory education, basic skills, innovative programs, migrant education, bilingual education, career education and early childhood education;

- Continued the court visitation program through which 126 classes from grades 9-12 in public and nonpublic schools visited Connecticut Superior Courts;

- Expanded the School Effectiveness Project to serve 12 schools in 11 districts and designed a model for evaluating school effectiveness efforts;

- Strengthened services to public and nonpublic early childhood programs throughout the state;

- Signed an interagency agreement between the Department of Education and the Federal Head Start Office to advance public school and Head Start collaboration in serving preschool children;

- Drafted guidelines for the learning disabled and emotionally disturbed;

- Conducted five on-site evaluations of teacher education programs;

- Made 68 on-site visits to school districts and teacher centers to help plan and implement staff development programs;

- Developed guidelines and conducted workshops to strengthen home-school support systems.

Resources

The number of personnel and the financial resources of the Division of Elementary and Secondary Education are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Resources, Division of Elementary and Secondary Education Table 4

Bureaus and Units	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
*Bureau of School and Program Development	12	$361,521	$ 48,913	-	-	22	$ 648,740	$318,063	$ 5,912	-
Early Childhood	3	73,923	5,494	-	-	4	105,916	38,327	-	-
Equity and Intergroup	3	84,763	35,566	-	-	6	154,665	105,734	180	-
School Effectiveness	4	144,367	3,193	-	-	11	368,028	172,355	5,732	-
*Bureau of Curriculum and Staff Development	19	596,127	213,978	-	-	5	107,144	13,886	2,293	-
Curriculum Development	11	366,282	49,217	-	-	1	17,463	2,680	-	-
Professional Development	2	62,629	29,653	-	-	1	17,248	6,226	958	-
Learning Resources and Technology	4	111,977	133,803	-	-	2	67,652	4,547	1,335	-
*Bureau of Student Services	7	212,269	82,871	-	-	28	1,105,461	1,152,400	5,928	-
Student Support Services	3	102,247	412	-	-	3	67,556	33,930	-	-
Program Development/ Technical Assistance	1	38,210	11,767	-	-	7	294,637	119,433	-	-
Compliance	1	13,772	525	-	-	5	262,318	85,503	-	-
Due Process	-	-	54,853	-	-	6	199,457	94,099	-	-
Federal Programs	-	-	-	-	-	3	51,676	751,123	5,928	-
**Division Total	42	$1,320,734	$346,510	-	-	55	$1,861,345	$1,484,349	$14,133	$44,079,250

*Includes Office of Bureau Chief
**Includes Office of the Associate Commissioner

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureaus

Community and Adult Education

Vocational Program Planning and Development

Vocational Services

Youth Employment and Training Services

MISSION

To plan, fund, assist and evaluate vocational education programs for secondary, postsecondary and adult learners, and to monitor programs for compliance with civil rights regulations.

The Division of Vocational and Adult Education strives to attain the statewide goals of education:

equity and equal opportunity
improving school programs
ensuring professional competence
evaluating success

The bureaus, through their activities, reflect this commitment to improve adult and community education programs, to provide up-to-date information to the state's educational decision makers, to eliminate sex stereotyping in programs, and to deliver training to youths and adults who are underprepared for employment.

The Division also provides administrative services to the State Occupational Information Coordinating Committee (SOICC) and works closely with the State Council on Education for Employment (SCEE).

Organization and Responsibilities

The Division directed by Associate Commissioner C. M. Green, accomplishes its mission through four bureaus (see Figure 4). These bureaus provide services to local education agencies, prime sponsors of Comprehensive Employment and Training Act programs, private industry, and a variety of educational agencies in the public and private sectors.

The **Civil Rights Compliance Coordinating Unit** operates as a function of the Office of the Associate Commissioner to monitor federally funded vocational programs in local education agencies, community colleges, state technical colleges and regional vocational-technical schools in fulfillment of requirements set forth in guidelines issued by the Department of Health, Education and Welfare on March 21, 1979. Programs are monitored for compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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The **Bureau of Community and Adult Education**, in addition to assisting the public schools in the improvement of adult and community education programs, monitors private occupational schools and institutions of higher education for compliance with state and federal statutes, including a program for veterans. The bureau is also responsible for administering the General Educational Development (GED) examination annually to more than 8,000 residents, enabling them to get a high school equivalency diploma.

The **Adult Vocational Education Unit** is responsible for program approval of private occupational schools and the approval of basic adult, secondary and postsecondary programs in which 3,500 veterans and their eligible dependents were enrolled in April 1983. The licensing of private occupational schools involves a considerable amount of program monitoring and evaluation as required by the Connecticut General Statutes. Monitoring of the private occupational school default assurance fund and the approval and monitoring of driver education programs in both public and nonpublic secondary schools are also mandated responsibilities of this unit.

Staff members responsible for veterans education maintain liaison with the Veterans Administration, including transmission of approvals and written reports of visitations; evaluate applications from participating educational institutions for the approval of new or revised programs; participate in seminars and meetings with national and state groups interested in program activities; and periodically issue veterans education school and course directories and other information.

The **Basic Skills/Community Education Unit** develops programs and provides technical assistance to meet the educational needs of communities and their in-school and out-of-school youth and adults. Clients include

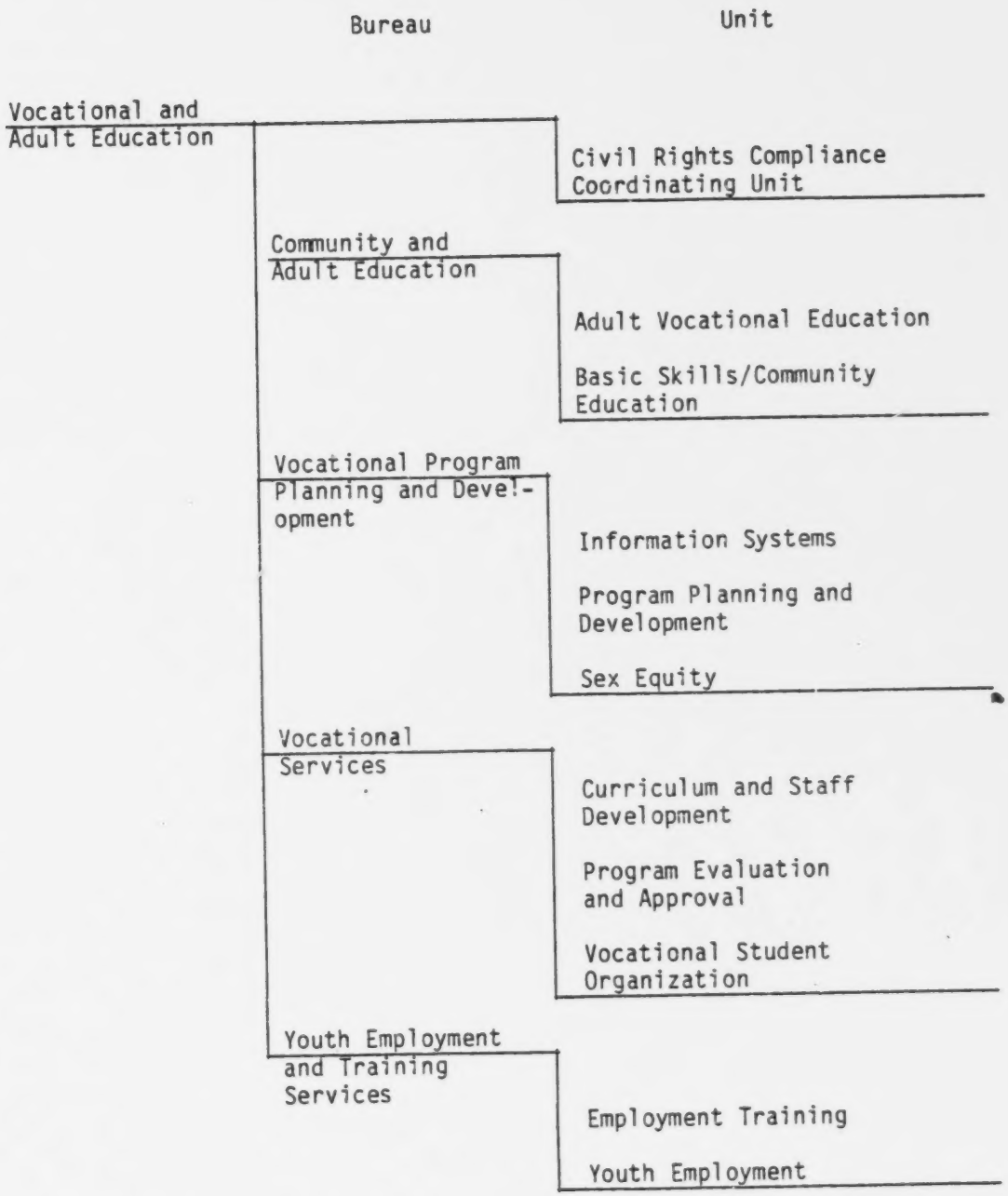

Figure 4
Division of Vocational and Adult Education

adults who have not completed 12th grade; adults who have not completed 8th grade; non-English-speaking adults, and other adults seeking career opportunities. Much of the training is done in cooperation with business and industry. The unit staff oversees the administration of the General Educational Development examination and assists with Jobs for Connecticut Youth programs in Hartford and New Haven.

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The general mission of the **Bureau of Vocational Program Planning and Development** is to ensure that the Board of Education, the Department, the Division, and Connecticut educators and citizens have the information needed to plan, direct and improve vocational education programs in the public schools. This information comes in the form of long-range and annual plans, research findings, vocational curriculum development materials, reports and analyses of current and anticipated enrollments (youth and adult), and evaluations of exemplary projects. The bureau oversees initiatives for the improvement of vocational programs and sex equity, including supportive services and programs for displaced homemakers. The bureau is composed of three units.

The **Information Systems Unit** is responsible for collecting, analyzing and reporting data on federally assisted vocational education programs. A computerized data system is maintained to provide statistical and financial information necessary to evaluate the quality and effectiveness of vocational education programs and to plan for future needs. Meetings are held with representatives of other bureaus and local school administrators to modify and improve data collection methods to meet the needs of the Department and the requirements of the vocational education data system. Information on state and regional economies and job opportunities are analyzed and presented in a series of publications for use by Department staff, educators and local school administrators in planning and improving the quality of vocational education in Connecticut. Data are reported annually to the National Center for Education Statistics.

A major responsibility of the **Program Planning and Development Unit** is the preparation of the five-year state plan, an annual state plan and an accountability report for the administration of vocational programs under P.L. 94-482, the Vocational Education Act.

The unit funds and administers research, exemplary and curriculum development projects which are designed to improve the comprehensive delivery of vocational programs, and to increase participation in vocational training programs by special needs populations. The unit disseminates information about successful vocational education practices, both state and national.

Professional development initiatives are concerned with improving the qualifications of vocational educators and maintaining an adequate supply of qualified vocational educators through in-service, preservice and professional certification programs. Activities undertaken in professional development are directly related to the State's *Comprehensive Plan for Elementary and Secondary Education,* e.g., coordinate staff development programs within the Department, assist with revising procedures and standards for approving teacher preparation programs, and increase leadership training for key vocational program administrators.

The **Sex Equity Unit** concentrates on secondary vocational programs in the local school districts and on maintaining nontraditional training

programs developed for previously underserved adult female populations. Cooperative planning and programming with the Division of Regional Vocational-Technical Schools, the community colleges and other state agencies responsible for employment and training programs for adults is a priority. In-service training and the dissemination of resource materials to secondary schools, community agencies and community colleges has fostered an increase in enrollment of youth and adults in vocational programs nontraditional to their sex. All activities of the unit are designed to increase access of young and adult females and males to the full range of vocational and career options available and to eliminate the sex-stereotypical patterns of vocational choices which traditionally have limited development of personal talents and interest in career preparation.

The unit assists local education agencies, regional vocational-technical schools, community colleges, community agencies and regional educational service centers in providing in-service training to teachers, counselors, administrators and parents. Competitive grant programs allow the unit to increase the participation of adult women in technical and trade training programs; make available in-service training in sex equity for school personnel, and continue support services for incarcerated women enrolled in vocational programs at Niantic Correctional Center.

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The mission of the **Bureau of Vocational Services** is to increase opportunities for Connecticut citizens to acquire, improve and increase their vocational skills and knowledge so that they can enter and advance in careers. The bureau works with the educational community of the state to develop vocational proposals for federal and state funding; to assist in the development of immediate and long-range local and state plans for vocational education; to develop guidelines and other documents necessary for the operation of vocational education programs in the state. The staff is responsible for the review of proposals and plans, the monitoring of ongoing programs; formal evaluation of a 20-percent sample of vocational programs in the state each year, and working with vocational student organizations.

Program administration activities include development of guidelines, processing of grants, and approving programs for statutory or grant purposes, as well as the monitoring and evaluation of programs.

The bureau assists local school districts and other education agencies through in-service training programs; development and dissemination of materials for use in professional development, curriculum and classroom instruction; and through supervision of vocational student organizations.

The **Curriculum and Staff Development Unit** is responsible for developing, updating and disseminating vocational curriculum and guidelines for quality vocational programs in Connecticut schools. Subject areas in

which unit staff provide professional assistance are: business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance.

Bureau consultants, coordinated by the Curriculum and Staff Development Unit, work closely with professional and business associations as well as centers for higher education to maintain quality instructional programs in vocational education. Attention is paid to serving special populations including the handicapped, disadvantaged, out-of-school youth, adults, minorities and women. Consultants also provide guidance on laws pertaining to the operation of vocational programs.

The **Program Evaluation and Approval Unit** provides technical assistance to all local education agencies, institutions, contractors or others who receive vocational entitlements or grants under federal and state legislation. Recipients are helped to prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants, minigrants and special projects, and arrangements for collaborative programs.

The unit is concerned with the quality of the vocational education programs approved, funded and operating. To ensure quality, the unit evaluates on a regularly scheduled basis up to 20 percent of all entitlement programs. Based on the recipient's self-evaluation and an on-site visit by unit staff, the unit prepares a narrative report outlining strengths in the various vocational programs and recommending steps for quality improvement.

The **Vocational Student Organizations Unit** is responsible for the coordination of numerous activities related to the operation of six vocational student organizations and statewide coordinating group, the Connecticut Council of Vocational Organizations (CCVSO). The six Vocational Student Organizations are: American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); Vocational Industrial Clubs of America (VICA).

The unit supervises students participating in state, regional and national activities; provides in-service programs for present prospective and local and state advisors and officers; conducts seminars and conferences to help young adults develop vocational competencies, a sense of civil responsibility, leadership capabilities, enthusiasm for learning, and a feeling of the civic, social and moral responsibilities of business to society. Staff members work to establish working relationships with members of business and industry in order to maintain relevant and up-to-date instruction in vocational education programs in the local high schools.

§§§§§§

The **Bureau of Youth Employment and Training Services** is charged with providing supportive services that will improve and extend job training opportunities and employment for youth and adults. The bureau's general mission is to assist Connecticut's six prime sponsors or their successors with activities related to education and work. The bureau staff works with local and state agencies, community-based organizations and industry to relate education to work and to ensure equal opportunity for employment and training particularly for unemployed and underemployed youth and adults. The bureau is responsible for the financial management of all Comprehensive Employment and Training Act (CETA) funds, and for the implementation of Jobs for Connecticut Youth (JCY) in six regions of the state.

The **Employment Training Unit** sets up training programs in behalf of prime sponsors. These programs include but are not limited to adult basic education, prevocational education, skill training (clerical, data processing, etc., machine, welding). Within each program employability and life-skill training is provided. The programs are operated by and through local education agencies, regional community colleges, regional vocational-technical schools, community-based organizations, private industry, private occupational schools and the state technical colleges.

A related activity is to arrange for and conduct a series of symposia to inform the private sector of the various programs which can provide them with tax credits, incentives and a more productive, skilled workforce. Consultants and other staff within the unit coordinate and participate in the formal evaluation of CETA classroom training programs. This is in addition to weekly monitoring activities of all programs.

As an adjunct to their regular duties, unit staff have been assigned as technical assistance persons to assist in the development of area action plans in connection with Jobs for Connecticut Youth.

The **Youth Employment Unit** is responsible for administering CETA Title IV Youth Employment Training Program (YETP) funds, and coordinating monies or in-kind services provided by local CETA prime sponsors. These funds are linked to provide educational and employment training services for in-school and out-of-school participants in four urban youth programs. Each program is contracted with an urban board of education or a regional educational services center.

The unit is trying to increase the number of school systems which offer academic credit for work experience. Staff members disseminate information relating to this activity and actively pursue the issue with appropriate school personnel. Efforts are made also to increase the number of programs available for CETA youth and the participation of women, minorities and the handicapped in CETA programs.

Linkages already established by the unit are being used to meet the objectives of Jobs for Connecticut Youth (JCY). Staff members assist with regional planning activities for JCY and will provide technical

assistance to area action teams. They will assist also with coordination of area resources and will assure that planning objectives are targeted to economically and educationally disadvantaged youth.

1982-83 Achievements

In fulfilling the goals of the State Board of Education during 1982-83, the Division of Vocational and Adult Education allocated approximately $8 million under the federal Vocational Education Act to support vocational education programs in local school districts and distributed one million dollars in state Vocational Equipment Act grants. Support activities provided by Division staff included workshops and training sessions for the professional staffs of local schools on a wide range of topics, such as legislation, the Job Training Partnership Act, assessment of program needs based on labor market data, sex equity, math anxiety, and all the subjects that make up a vocational education curriculum. The four bureaus in the Division provided in-service programs for more than 4,000 personnel in vocational education and evaluated programs, including making on-site visits. Data were compiled and made available on enrollment trends, job placement, families in poverty, students with limited-English-proficiency, and other information relevant to vocational education planning.

Specific activities representative of the Division's accomplishments during the year include the following:

- Prepared the annual state plan for vocational education;
- Began triennial revision of Connecticut's *Plan for Vocational, Career and Adult Education;*
- Operated Jobs for Connecticut Youth with an initial operating grant of $255,000 from the Edna McConnell Clark Foundation and funding from state, federal and private sources;
- Opened a new regional vocational agriculture center in Waterbury--the 20th center in the state and the third located in an urban area;
- Expanded vocational student organization (VSO) chapters and enrollment;
- Identified 39 exemplary vocational improvement practices, recognized them at an awards ceremony, and disseminated information about the practices in a publication and at ten workshops for school personnel;
- Produced a sex equity training film on career and vocational opportunities for urban youth, for use by vocational teachers and guidance counselors;
- Evaluated 20 percent of the approved vocational programs in local school districts;

- Made 90 on-site inspections of private occupational schools and branches, approving 15 new and 23 renewals;
- Served more than 9,000 persons in the state high school diploma program and reduced the time from testing to delivery of test results from eight to two weeks;
- Completed curriculum development projects in 15 vocational instructional areas, including two projects focusing on high technical occupations and a model consumer education curriculum;
- Formed a committee to develop recommendations for increasing the number of schools offering academic credit for work experience;
- Conducted research to assess the employment training needs of Connecticut's adult Hispanic population;
- Funded 16 new competitive grants for career/vocational guidance improvement projects;
- Implemented projects replicating successful practices to overcome sex bias and sex stereotyping in six school systems and four regional vocational-technical schools;
- Initiated and facilitated development of guidelines for the issuance of a Certification of Employability in the New Haven area in conjunction with the school system and the Private Industry Council.

Resources

The number of personnel and the financial resources of the Division of Vocational and Adult Education are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Continued on page 38

Table 5 Resources, Division of Vocational and Adult Education

Bureaus and Units	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
*Bureau of Vocational Services	7	$164,749	$ 68,400	-	-	27	$698,695	$ 80,000	-	-
Curriculum and Staff Development	4	92,775	21,888	-	-	9	197,552	25,000	-	-
Program Evaluation and Approval	-	-	21,888	-	-	10	247,803	25,000	-	-
Student Organization	-	-	20,520	-	-	7	253,340	20,000	-	-
*Bureau of Community and Adult Education	14	314,338	52,500	-	-	3	80,090	53,470	-	$ 117,524
Adult Vocational Education	7	197,688	5,250	-	-			43,470	-	117,524
Basic Skills/Community Education	5	59,493	44,100	-	-	3	80,090	10,000	-	-
*Bureau of Vocational Program Planning and Development	1	39,903	25,400	-	-	10	321,733	73,000	-	-
Program Planning and Development	-	-	16,256	-	-	5	157,169	35,000	-	-
Information Systems	-	-	6,858	-	-	2	74,940	28,000	-	-
Sex Equity	-	-	-	-	-	2	70,862	5,000	-	-
*Bureau of Youth Employment and Training	-	-	11,772	-	-	6	179,061	10,000	-	255,000
SOICC (1)	-	-	-	-	-	5	190,159	234,696	-	-
SCEE (2)						4	133,125	3,653	-	-
**Division Total	26	$649,604	$161,516	-	-	57	$1,602,863	$494,819	-	$14,339,524

*Includes Office of Bureau Chief
**Includes Office of the Associate Commissioner

(1) State Occupational Information Coordinating Committee
(2) State Council on Education for Employment

DIVISION OF VOCATIONAL REHABILITATION

Bureaus

Disability Determination

Planning, Evaluation and Training

Rehabilitation Services

MISSION

To restore persons with disabilities to productive work through a program of vocational rehabilitation services administered in accordance with state and federal legislation.

The **Division of Vocational Rehabilitation** administers a wide range of services to individuals which increase the availability of training and job placement opportunities for persons with disabilities. The Division also provides vocational guidance and counseling to assist eligible disabled persons to obtain and maintain employment. Another responsibility is to determine the eligibility of applicants and process all claims for benefits under the Social Security Disability Act of 1954 as amended.

Organization and Responsibilities

The Division, under the direction of Associate Commissioner Joseph R. Galotti, assumes a leadership role in a network of state departments, rehabilitation centers and other providers of services whose activities support the mission of the Division. The work is carried on by three bureaus (see Figure 5).

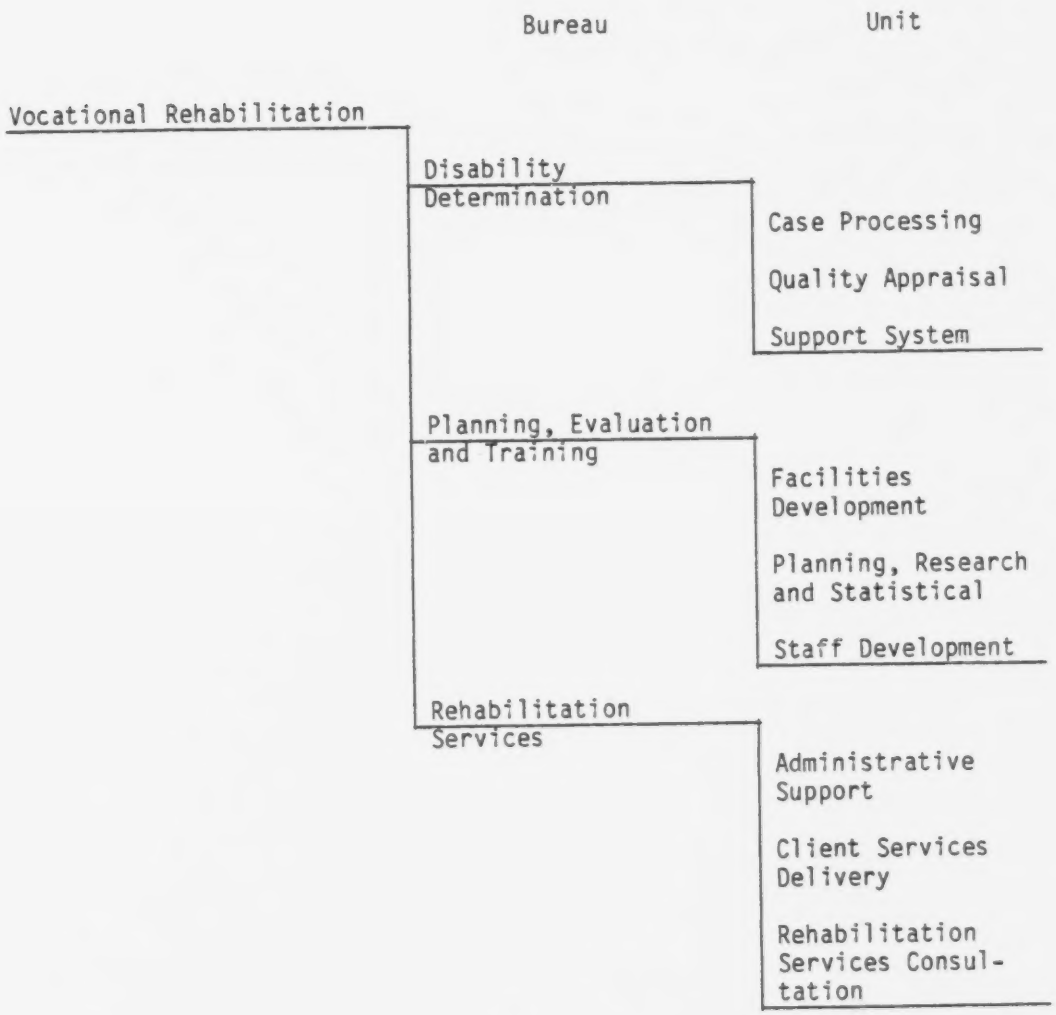

Figure 5
Division of Vocational Rehabilitation

§§§§§§

The **Bureau of Disability Determination** adjudicates claims for disability benefits under the Social Security Disability Act. Applicants who are determined to be eligible receive monthly cash benefits. The bureau also identifies persons with rehabilitation potential and refers them to the Bureau of Rehabilitation Services.

The **Case Processing Unit** determines the claimant's eligibility for Social Security disability benefits and for payments based on need.

The **Quality Appraisal Unit** reviews each case to detect and correct deficiencies in all aspects of claims processing.

The **Support System Unit** maintains records, keeps the Social Security Administration informed, serves as liaison with the medical community and manages the fiscal affairs, including processing grants awards and purchasing supplies and equipment.

§§§§§§

The **Bureau of Planning, Evaluation and Training** coordinates the Division's program planning, evaluation and research; provides staff development and in-service training; and obtains services for clients from rehabilitation facilities and workshops throughout the state.

The **Facilities Development Unit** coordinates the purchasing and monitoring of services to clients from rehabilitation facilities and workshops throughout the state; provides assistance in program expansion and development by workshop staffs, and administers a federal/state grants program.

The **Planning, Research and Statistical Unit** coordinates the preparation of federal and state planning documents and evaluation reports, disseminates information and promotes interagency cooperation.

The **Staff Development Unit** coordinates the in-service training and staff development activities, including specialized activities focusing on services to the deaf, hearing impaired and the visually impaired deaf.

§§§§§§

The **Bureau of Rehabilitation Services** is the direct client services component, responsible for administering the state and federal programs of vocational rehabilitation services for vocationally handicapped individuals.

The **Administrative Support Unit** maintains a policy and procedures manual and works with field office professional staff to standardize client services. The unit also coordinates appellate procedures, whereby clients can seek redress of perceived inequities in the service delivery system, arranges and conducts fair hearings proceedings.

The **Client Services Delivery Unit** provides vocational rehabilitation services to eligible clientele through five district offices composed of 19 local and 8 special offices. Weekly visits are made to all State Job Service offices and counselors are assigned liaison duty with secondary schools and other frequent referral sources. The unit staff with the district directors monitor casework and advise on direct client services delivery.

The **Rehabilitation Services Consultation Unit** makes available to professional staff consulting and technical assistance on unique or extraordinary issues relating to specific individual client service needs, and contracts for medical, psychological, architectural and engineering consultants.

1982-83 Achievements

The Division of Vocational Rehabilitation continued throughout the year to maintain and improve the scope and quality of services provided to disabled adults to help them become more self-sufficient and prepared for a productive role in the workforce. Many of the Division's activities are ongoing, achieved each year with service to new clients and continuing support services to those not yet prepared to enter the workforce on their own.

In 1982-83 the Division provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 16,185 persons with physical or mental disabilities. Of the total served, 1,871 were rehabilitated.

The Division experienced a seven percent increase in applications for Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) with a four percent increase in adjudicated claims. A quality in excess of 90 percent was maintained with six weeks pending work load. The average processing time for cases is 46 days and 10 percent of the cases adjudicated are referred for vocational rehabilitation services.

Other accomplishments of the Division are:

- Completed computerization of case processing and quality assurance;
- Computerized the transactions of the fiscal unit of the Bureau of Disability Determination;
- Revised the case recording format to reduce paperwork;

- Prepared to accept for service additional learning disabled clients;
- Implemented a Client Action Plan to expedite preliminary diagnostic evaluations;
- Utilized the Consumer Advisory Board extensively for policy development consultation;
- Continued to work cooperatively with the Connecticut Association of Professional Financial Aid Administrators, Department of Health, the Veterans Administration and Services for the Blind;
- Provided in-service training on the utilization of rehabilitation facilities/workshops; rehabilitation of the psychiatrically disabled; learning disabilities; case recording and sign language;
- Increased program accessibility for Spanish-speaking, deaf, and homebound clients;
- Conducted ten audits at rehabilitation facilities.

Resources

The number of personnel and the financial resources of the Division of Vocational Rehabilitation are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Table 6

Bureaus and Units	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
*Bureau of Rehabilitation Services						165	$5,201,502	$ 582,266	$ 5,000	-
Administrative Support						1	52,015	5,822	-	-
Client Service Rehabilitation						157	4,915,420	550,244	5,000	-
Services Delivery						2	104,030	11,644	-	-
*Bureau of Planning, Evaluation and Training						15	478,229	93,354	-	-
Staff Development						3	95,646	18,670	-	-
Facilities Development						3	95,646	18,670	-	-
Planning, Resources and Statistics						7	219,985	42,944	-	-
*Bureau of Disability Determination						131	3,525,892	2,483,689	90,421	-
Quality Appraisal						10	349,292	-	-	-
Case Processing						66	1,899,119	-	-	-
Support Systems						55	1,277,481	2,483,689	90,421	-
**Division Total						322	$9,504,630	$3,194,949	$95,421	$3,643,534

*Includes Office of Bureau Chief
**Includes Office of the Associate Commissioner

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

Units

Facilities and Planning

General/Related Education

Student Support Services

Trades

MISSION

To prepare secondary, postsecondary and adult students with marketable skills in health, trade and industrial and technical occupations.

The Division of Vocational-Technical Schools manages Connecticut's system of 17 regional vocational-technical schools and four satellite operations. The primary population served is high school students who receive both an academic program and trade training. An even larger number, however, participate in the postgraduate and adult education programs.

Organization and Responsibilities

The Division is responsible for the operation and maintenance of 19 of the 21 facilities in which programs are offered across the state. Program evaluation is an ongoing process.

The Division is headed by Associate Commissioner Angelo J. Tedesco and Assistant Division Director Kenneth C. Gray. Support to the schools is provided by a staff of 17 consultants who are organized into three units (see Figure 6) and by a Facilities and Planning Unit. The schools and satellites are administered by directors and assistant directors.

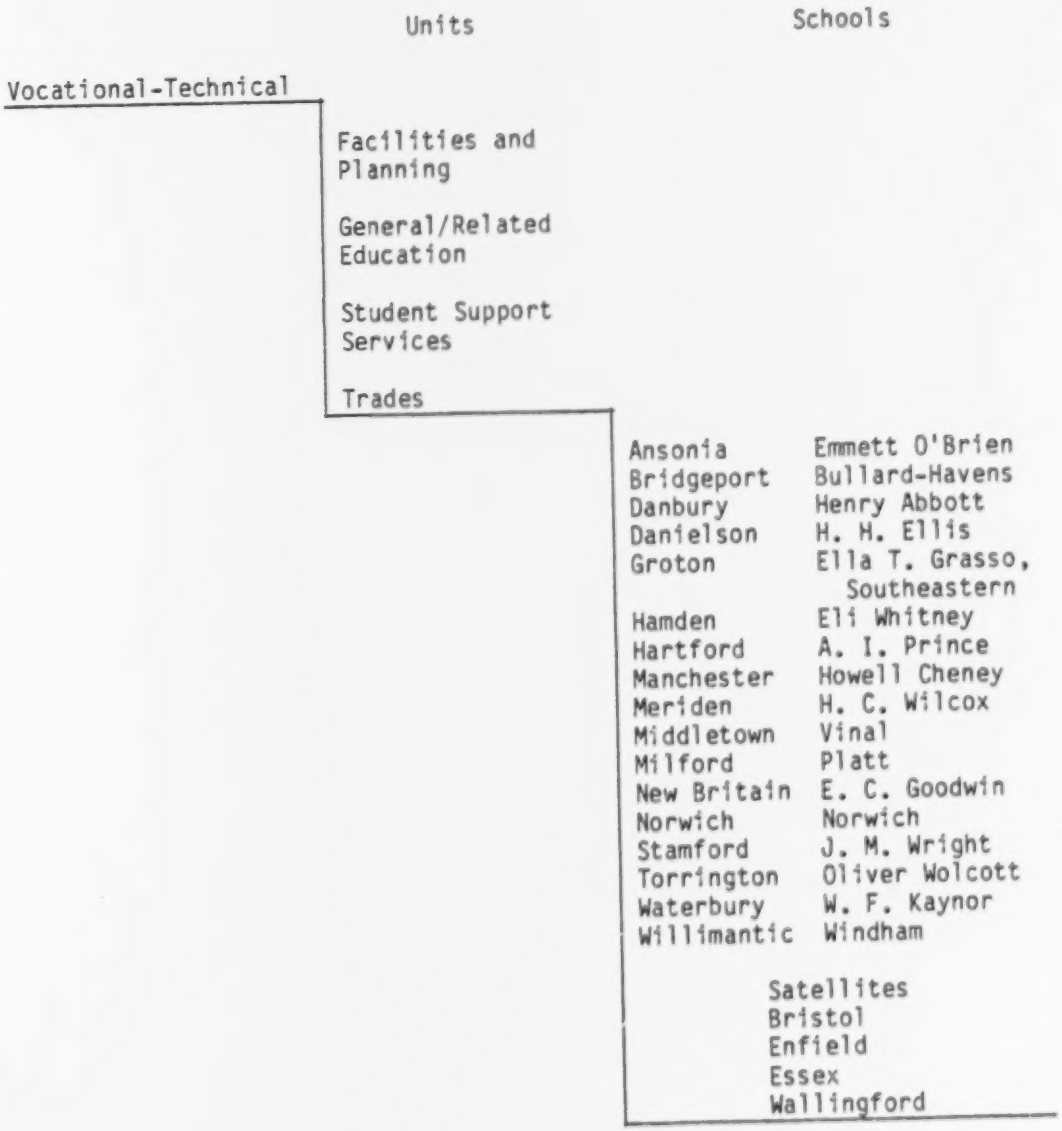

Figure 6
Division of Vocational-Technical Schools

Through the schools and satellites, the Division provides technical, related and academic programs to prepare secondary, postsecondary and adult students with marketable skills in health, trade and industrial, and technical occupations. Full-time programs range in length from one year at the postsecondary level to the four-year diploma program at the secondary level. Part-time preparatory, supplemental and apprenticeship programs for adults and out-of-school youth provide opportunities to obtain basic job skills or to upgrade existing skills and knowledge.

The roles of the four units in the Division of Vocational-Technical Schools are as follows:

The **Facilities and Planning Unit** is responsible for managing all renovations and new construction in the vocational-technical school system.

The **General/Related Education Unit** provides direction and consultative services for academic programs within the schools.

The **Student Support Services Unit** offers assistance and direction with regard to guidance, special education, remedial reading, bilingual education, Chapter 1 programs, and psychological services.

The **Trades Unit** provides leadership and consultative services for the 44 different trade offerings in the vocational-technical schools.

1982-83 Achievements

The Regional Vocational-Technical School System continues to grow modestly in an attempt to accommodate the large numbers of students who wish to attend but cannot because of limited space. During the 1982-83 school year the 50,000-square-foot satellite facility in Bristol and a major addition to the Howell Cheney facility in Manchester were opened.

Full-time equivalent enrollment at the schools and satellites totalled 14,959. Total female enrollment continued to grow at a rate of six percent. Special efforts to recruit students of limited-English-proficiency (LEP) resulted in an enrollment of 124 students at six schools. Likewise enrollment in adult education full- and part-time programs grew, particularly in the area of short-term programs for LEP adults.

Adapting the schools' programs to Connecticut's emerging high technology workplace was a top priority in 1982-83. A major planning effort was conducted to identify issues and map strategies to change as the world of work changes. Steps were taken to begin equipping the schools' trade programs with the latest high technology equipment. To prepare students to use this equipment, a pilot computer literacy course was tested with the intention of making it a required course in 1983-84.

Recognizing that the microcomputer may be the teaching machine of the future, plans were made in 1982-83 to add computer-assisted labs in

each of the schools. A model for these labs was tested with the emphasis on remedial math instruction. Microcomputers also were added to special education programs for remedial instruction.

The Division of Regional Vocational-Technical Schools also moved to install a data management system. Using the statewide telephone network and computer resources of the Area Service Center in New Haven, the Division brought six schools on line in 1982-83. This system, when fully implemented, will provide modern data processing at each school, electronic mail service from the Division office and daily management information about school operations.

The Division continues its efforts to provide services to individuals with special needs. Bilingual and English-as-a-Second-Language aids were added at schools with numbers of limited-English-proficient students. The Facility and Planning Unit brought the schools into compliance with handicapped regulations. Day-care services were provided as part of the adult education program on a pilot basis to assist students with small children. Special adult education programs were run, in coordination with Easter Seals, for the adult handicapped population. Once again a summer school experience was planned for entering ninth graders who would benefit from special help prior to entering ninth grade in the fall.

One of the most critical challenges is the need to continuously assist instructors in keeping current in their fields. A major retraining effort was conducted for electronics and electrical instructors who needed to be updated on digital circuits. Similar efforts were planned in the areas of machine tool and computer-assisted drafting.

As part of the continuing process of program evaluation, six schools were evaluated extensively during 1982-83 by the New England Association of School and Colleges. All received standard recertification.

Other achievements by unit staff include:

- Reviewed programs in four schools and prepared comprehensive reports with recommendations;
- Conducted an in-service Curriculum Day and after-school meetings with general and related instructional staff;
- Held workshops in English, reading library/media, computer-assisted instruction, and the identification of gifted and talented students;
- Revised curriculum guidelines in English, reading, mathematics, science, blueprint reading, physical education, and library/media;
- Developed and reviewed course descriptions for grades 9 and 10 in English, social studies and reading;
- Began development of course descriptions for mathematics, science, physical education and library/media;

- Compiled list of textbooks, resource materials and audiovisual supplies for each school's curriculum course descriptions;
- Expanded Drama Tech and the Vocational Reading Power Project;
- Collected data to help provide more efficient and cost-effective psychological services;
- Introduced a team teaching concept in special education;
- Held workshops to help increase enrollment of underrepresented student groups;
- Took steps to identify and provide services to gifted and talented students;
- Organized and operated in-service training programs for trade instructors in health services computer-assisted drafting, computer numerical control machining, interviewing techniques, auto body, and applications of computers in industry;
- Established a statewide Craft Steering Committee, composed of representatives from industry, to assist in the improvement and operation of local school craft advisory committees.

Resources

The number of personnel and the financial resources of the Division of Vocational-Technical Schools are summarized below, by bureau and unit. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1982-83, ending on June 30, 1983, and the number of positions shown is for that date.

Table 7

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Total	1,396	$29,701,090	$7,033,528	$788,693	-	92	$2,564,024	$1,705,995	-	$7,823

Connecticut State Department of Education

Gerald N. Tirozzi
Commissioner

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

Robert E. Lamitie
Associate Commissioner and Director
Division of Educational Administration

Robert I. Margolin
Associate Commissioner and Director
Division of Elementary and Secondary Education

C. M. Green
Associate Commissioner and Director
Division of Vocational and Adult Education

Joseph R. Galotti
Associate Commissioner and Director
Division of Vocational Rehabilitation

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Division of Vocational-Technical Schools

Velma A. Adams, Editor

Betty Speno, **Production**

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STATEMENT OF ACTIVITIES 1983-84

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION—1985

State of Connecticut

William A. O'Neill, Governor

Board of Education

June K. Goodman, Chairwoman

James J. Szerejko, Vice-Chairman

A. Walter Esdaile

Warren J. Foley

Roberto Fuentes

Abraham Glassman

Rita L. Hendel

John F. Mannix

Julia S. Rankin

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

STATEMENT OF ACTIVITIES 1983-84

An Annual Report of the State Board of Education and
State Department of Education

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OVERVIEW

The 1983-84 school year was a year of new beginnings.

In the previous year, the State Board of Education had conducted a national search for a new Commissioner of Education, when the then Commissioner, Mark R. Shedd, decided not to stand for reappointment. The new Commissioner selected by the Board was Gerald N. Tirozzi, whose appointment took effect on July 1, 1983--the first day of the 1983-84 fiscal year reported on in this *Statement of Activities*.

One of the new Commissioner's early actions was the naming of two new deputy commissioners. Frank A. Altieri was named Deputy Commissioner of Finance and Operations, and Lorraine M. Aronson was named Deputy Commissioner of Program and Support Services.

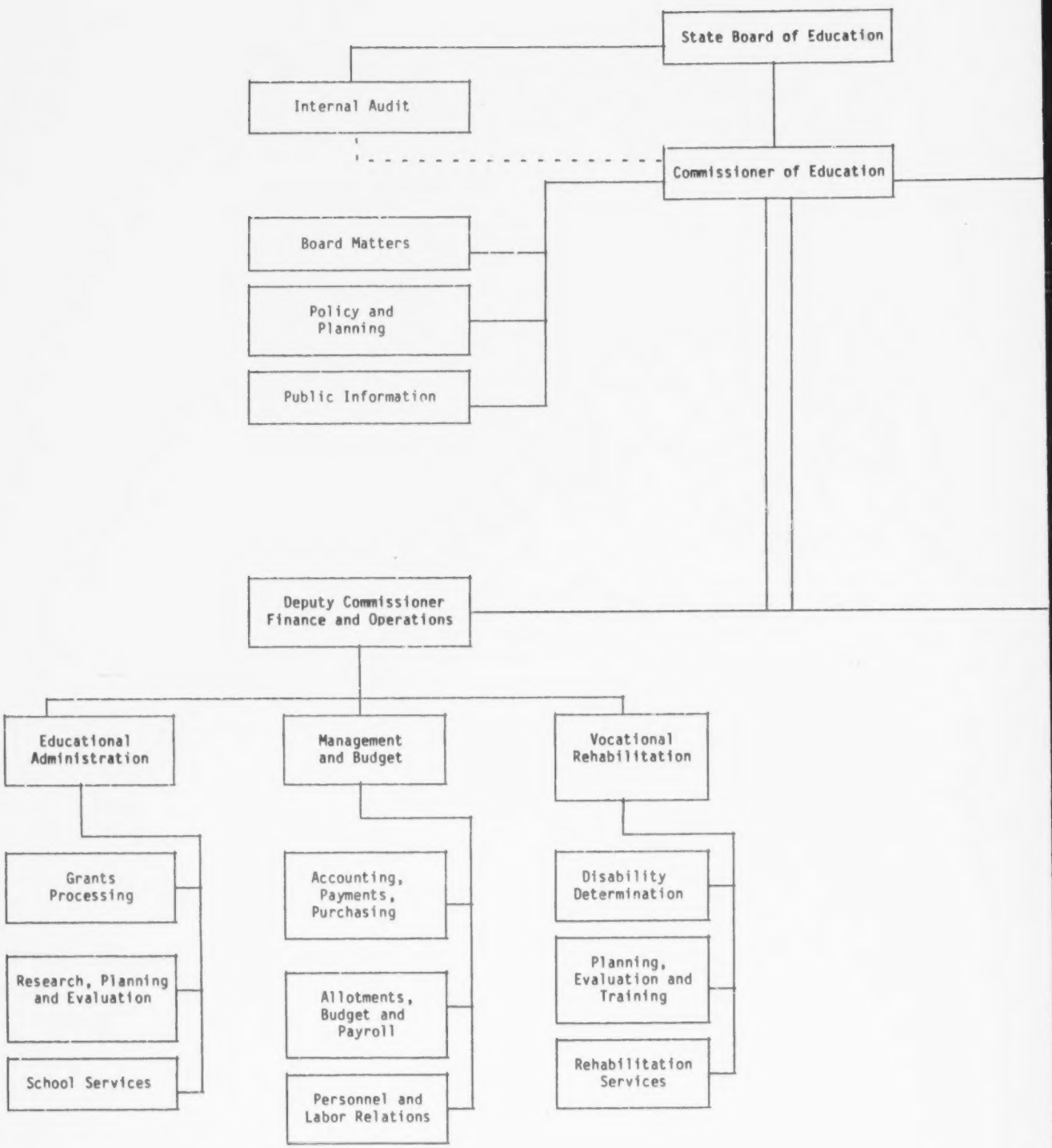
Last year (1982-83) was a year of intensive self-study and examination of Connecticut's public education system as the Board and the Department sought ways to achieve both equity and excellence in the learning experiences provided to the state's residents, particularly its young people. This year (1983-84) was a year of beginning to implement what was learned in those studies and, under the new leadership, to set new directions for Connecticut elementary and secondary education.

ORGANIZATION AND RESPONSIBILITIES

Connecticut's public school system this year served 491,505 students from kindergarten through grade 12. In doing this, it strives to provide equity and excellence in educational programs within the framework of state and federal laws. The central premise of state law is a guarantee that each student in Connecticut's public schools will have an equal opportunity to receive a suitable educational experience. Assuring a suitable program for each student is the responsibility of the state.

To fulfill this responsibility, a nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for children and youth.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly.



September 1983

Department of Education

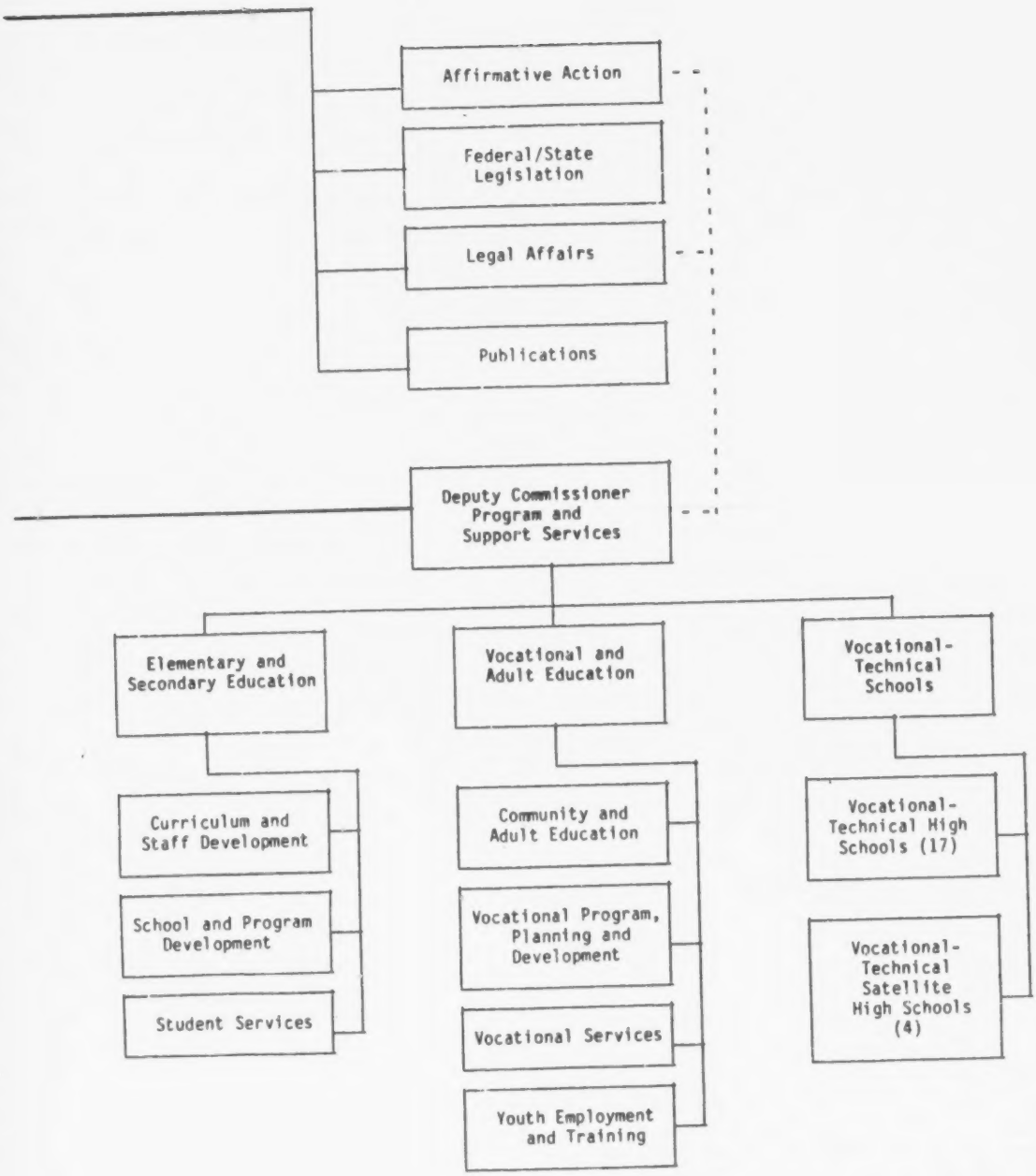


Figure 1

The chairwoman of the Board, appointed to the position by the Governor, is June K. Goodman, Danbury. James J. Szerejko, Hartford, is vice-chairman. Their terms on the Board expire in 1985, as do the terms of Roberto Fuentes, Stamford, and Warren J. Foley, North Canaan. Appointed to serve until March 1, 1987 are: A. Walter Esdaile, New Haven; Abraham Glassman, South Windsor; Rita L. Hendel, New London; John F. Mannix, Wilton; and Julia S. Rankin, Ashford. Serving in an ex officio capacity is Norma Foreman Glasgow, Commissioner of Higher Education. The Commissioner of Education, who is the Secretary of the Board and the administrative head of the Department, is appointed by the Board.

1983-84 ACHIEVEMENTS OF THE STATE BOARD OF EDUCATION

In carrying out its mandated responsibilities during 1983-84, the Board

- Adopted as its goals those set forth through the Commissioner's Office in *Connecticut's Challenge: An Agenda for Educational Equity and Excellence*. Among the many recommendations for improvement were initiatives to

  improve teaching (eight initiatives)
  address early childhood education (six)
  improve educational assessment and assistance (seven)
  set higher standards (seven)
  increase teacher time for preparation (one)
  examine delivery of vocational education services (one)
  enhance educational opportunities for adults (one)

- Proposed and was instrumental in passage of legislation

  to encourage participation of parents in the educational process;
  to merge the *Comprehensive Plan for Elementary and Secondary Education* with the *Master Plan for Vocational and Career Education* by creating a five-year *Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education;*
  to establish a three-year priority school district program including grants to assist school districts with the greatest need to improve student academic achievement;
  to institute statewide mastery tests in grades 4, 6 and 8;
  to require 20 credits for high school graduation, with no fewer than four in English, three in mathematics, three in social studies, two in mathematics, one in physical education, and one in the arts or vocational education;

to require each local or regional board of education to develop and submit to the State Board of Education for approval a five-year plan for professional development;
to modify the teacher incentive loan program to permit persons with prior teacher certification to be eligible for loans and to require that students, to be eligible, must be enrolled full-time in a teacher education program;

- Attempted to develop, over a period of months and with the help of a facilitator from Aetna, a definition of equal educational opportunity that would encompass both equity and excellence in education for all Connecticut's citizens;

- Participated in training sessions, led by a management consultant, on effective board procedures.

Resources

A summary of the staffing and expenditures of the State Department of Education for 1983-84 appears in Table 1. Amounts expended from both state and federal funds are shown for each of the five divisions and for the Office of Management and Budget, including the Commissioner's Office. The number of authorized positions is for the end of the fiscal year, June 30, 1984. Further details for each of the divisions, by bureau and unit, appear at the end of each section of the report in Tables 2 through 6.

Table 1

	General Fund					Federal Fund				
Divisions	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Educational Administration	49	$ 1,349,664	$ 543,284	-	-	34	$ 1,263,575	$ 218,738	$ 15,875	$23,107,862
Grants to Towns	-	-	-	-	$554,212,305					
Grants to Other Than Towns	-	-	-	-	8,633,675					
Elementary and Secondary	41	1,513,850	327,335	-	-	52	2,016,534	2,170,190	6,291	51,118,463
Vocational-Technical Schools	1,449	32,253,425	7,292,252	$779,283	-	52	1,414,295	194,333	263,380	109
Vocational and Adult Education	23	707,969	195,810	-	250,000	43	1,950,723	173,291	11,010	8,986,010
Vocational Rehabilitation	-	-	-	-	-	317	10,240,862	5,058,266	35,675	1,489,295
Office of Management and Budget	82	1,570,832	1,417,544	55,419	-	50	1,280,265	52,507	21,307	-
Agency Total	1,644	$37,395,740	$9,776,225	$834,702	$563,095,980	548	$18,166,254	$7,867,325	$353,538	$84,701,739

TOTAL	General Fund	$611,102,647
	Federal Fund	$111,088,856
	Department	$722,191,503

OFFICE OF THE COMMISSIONER

Affirmative Action

Board Matters

Federal and State
Legislative Relations

Legal Affairs

Management and Budget

Policy and Planning

Public Information

Publications

MISSION

" . . . General supervision and control of the educational interests of the state, . . . [including] preschool, elementary and secondary education, special education, vocational education and adult education; . . . provide leadership and . . . promote the improvement of education in the state . . . ; keep informed as to the condition, progress and needs of the schools . . . ; develop . . . evaluation and assessment programs designed to measure . . . the adequacy and efficacy of the educational programs offered by public schools . . . . Submit to the governor . . . and to the . . . [education] committee of the general assembly . . . a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction . . . ."

Connecticut General Statutes
Section 10-4

Functions performed by the staff of the Commissioner's Office include: Affirmative Action, Board Matters, Federal and State Legislative Relations, Legal Affairs, Management and Budget, Policy and Planning, Public Information and Publications.

The agency's **Affirmative Action** officer seeks to ensure equal opportunities to employees and applicants in all aspects of employment including recruitment, selection, promotion, terms and conditions, privileges, compensation, training, educational assistance, benefits, transfers, discipline, layoffs, recalls and termination. Thus the Commissioner's Office continually monitors personnel policies and procedures, removing all discriminatory practices. A major activity involves updating the Department's Affirmative Action Plan twice yearly. Another function is to attempt to increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

A member of the Commissioner's staff for **Board Matters** serves as liaison to the State Board of Education, gathers and compiles information that is timely, accurate and relevant to the issues on which the Board must act. Through this procedure, the Commissioner can ensure that the Board has the necessary materials with which to make decisions; that Department staff members are aware of Board actions relating to their specific areas of responsibility, and that all actions of the Board are properly recorded and documented in accordance with state law.

Federal and State Relations are the responsibility of an attorney who maintains liaison with Congress and the administration in Washington, D.C. and the administration's regional office in Boston, Massachusetts, and plans and manages activities related to the executive and legislative branches of state government.

Washington-based agencies with which contacts are maintained include the U.S. Department of Education, the National Center for Education, the National Center for Education Statistics, the National Institute of Education and the Office of Management and Budget. These contacts provide timely information on pending legislation that will affect education in Connecticut and on which the State Board of Education may wish to act.

At the state level, the assistant to the commissioner plans and manages activities related to the executive and legislative branches of state government. The role involves developing an annual state legislative cycle and coordinating with the General Assembly all State Board and State Department of Education matters relating to legislation, regulations, funding and constituent concerns, and maintaining continuous liaison with the Education, Appropriations and Finance Committees of the General Assembly. He informs the Board and Department of activities of the General Assembly, and following each legislative session, reports to all school districts and educational organizations on new laws relating to education.

The Office of Legal Affairs provides information about educational rights and responsibilities to the Department, local school districts, parents and citizens. Responsibilities of the office include: review of contracts, agreements and regulations; handling complaints and inquiries regarding the educational interests of the state in compliance with Section 10-4b of the General Statutes; supervision of Department activities related to hearings, appeals, teacher-board conciliation, arbitration and

related services; and liaison with the Attorney General's Office. During the 1983-84 school year, 169 teacher and administrator contracts were settled.

The **Office of Management and Budget** (OMB) provides systems and services for effective management and operation of the State Department of Education. OMB includes the Office of the Director and four sections organized by function: budget, allotments and payrolls; purchasing, payments and accounting; personnel; and property control and central services. During the 1983-84 year, the functions of data processing and word processing were expanded and reassigned from the Division of Educational Administration to the Office of Management and Budget. The function of data processing is to develop and maintain the Department's computerized data systems to produce and organize information about the operation of the schools and how they are functioning. Staff coordinates all data collection activities and provides information for use in the development of policy and programs. Projects include monitoring and reporting local district expenditures and school tax rates; analyzing the impact of legislation on fiscal resources supporting educational opportunities; and maintaining records to verify the status of certification and assignments of all professional staff.

Policy Making and Planning are carried out by the Commissioner's Office. Functions include the development of organizational plans; job analyses; maintenance of effective relationships with other state agencies; acting as liaison and providing technical assistance to local school districts, state and national education associations. Staff reviews agency, interagency and state plans including plans for federal assistance and applications for federal grants awarded on a competitive basis to ensure that they are consistent with the goals of the State Board of Education.

The **Public Information Office** serves as the contact point for all news media. Staff members develop materials for speeches, news releases, articles and internal house organs, and respond to inquiries from the public, including calls on the Governor's Information Line. Other responsibilities include maintaining a clipping service and assisting with the distribution of publications.

The **Publications Office** is responsible for editing and producing Department publications, providing consulting services to Department personnel as they prepare materials for publication, and maintaining the quality of the materials and publications issued by the Department.

1983-84 ACHIEVEMENTS

Achievements for which the Commissioner's Office provided the impetus include:

- Development of *Connecticut's Challenge: An Agenda for Educational Equity and Excellence*. This plan, setting goals and tasks for the near future, was described on page 4 in the previous section. It lays on the line recommendations for the improvement of Connecticut education to which the Board and the Commissioner are committed and outlines the activities the Department will undertake to meet the challenge.

- Installation of automated data and word processing throughout the Department, and training of staff to utilize and operate the new equipment;

- Preparation of the 1985-86 budget on computer, and

- Planning for staff reorganization.

Resources

The number of personnel and the financial resources of the Office of the Commissioner are summarized below. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 2

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Commissioner	11	$ 314,006	$ 168,851	$14,890	-	2	$ 75,817	$38,981	$14,124	-
Affirmative Action	1	28,392	721	-	-	2	55,453	-	-	-
Internal Audit	5	123,706	81,508	-	-	1	34,779	-	-	-
Legal Affairs	5	143,530	24,407	-	-	1	53,814	2,324	-	-
Public Information-Publications	2	70,373	35,393	-	-	3	67,758	7,378	-	-
Director, OMB	3	96,453	248,605	40,529	-	0	-	3,824	7,183	-
Accounting, Payments and Purchasing	23	375,116	221,440	-	-	24	583,213	-	-	-
Budgeting, Allotments and Payroll	8	125,474	2,826	-	-	7	175,418	-	-	-
Central Services and Property Control	3	37,175	558,148	-	-	5	118,865	-	-	-
Personnel	8	164,345	2,127	-	-	5	115,148	-	-	-
Mystic Education Center	13	92,262	73,518	-	-	-	-	-	-	-
Division Total	82	$1,570,832	$1,417,544	$55,419	-	50	$1,280,265	$52,507	$21,307	-

DIVISION OF EDUCATIONAL ADMINISTRATION

Bureaus

Grants Processing

Research, Planning and Evaluation

School Services

MISSION

". . . To support the activities of the departmental staff and local agencies by developing and improving management and organization."

Comprehensive Plan for Elementary and Secondary Education

Major responsibilities of the Division of Educational Administration (DEA) are to provide the department and local education agencies with a wide range of management services, including

- research, planning and evaluation
- professional certification
- state and federal grants management
- child nutrition programs management
- data processing
- school facilities services

The division collects, analyzes and disseminates information on which the State Board of Education, local school boards and administrators, the legislature and the public can make policy decisions about public education in Connecticut.

ORGANIZATION AND RESPONSIBILITIES

The work of the division is carried out by three bureaus, each with specific responsibilities related to the overall purpose of the bureau to which they belong (see Figure 2).

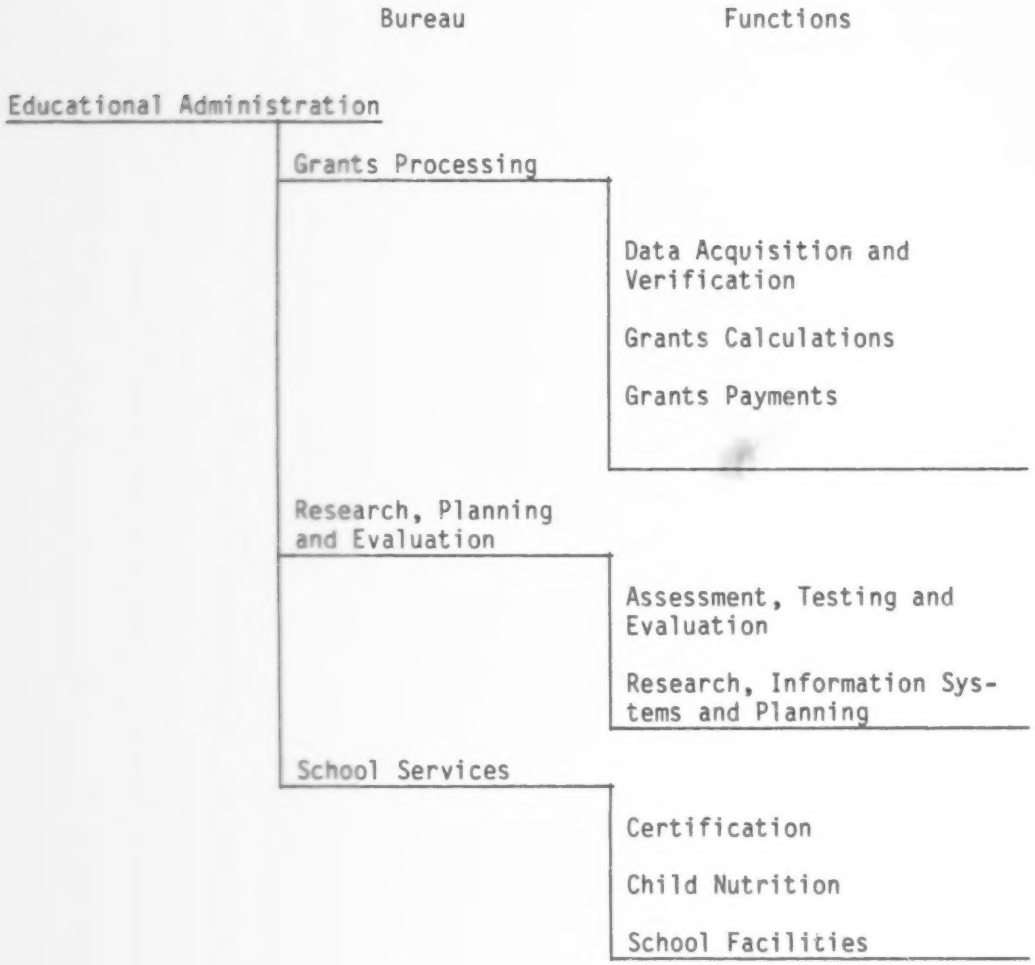


Figure 2
Division of Educational Administration

Bureau of Grants Processing

The primary purpose of the Bureau of Grants Processing is to ensure that local school districts and other eligible state and local agencies receive their proper share of state and federal grants-in-aid for educational purposes. The distribution of funds is based on local reports and other substantiating materials, in accordance with state and federal laws and regulations. At the same time, the bureau is responsible for producing technical assistance to grant recipients to ensure their compliance with current laws and regulations.

Functions of the bureau include:

- **Data Acquisition and Verification.** Staff members collect, verify and disseminate all necessary revenue expenditure and data from local education agencies, state and federal agencies.

- **Grants Calculations.** This involves calculating all grants according to prescribed state and federal laws and regulations and calculating budget projections and various grants and entitlements.

- **Grants Payments.** Personnel assigned to this function prepare all the paper work necessary to allocate and make the payments. Periodically they also review the standards followed in grants processing, maintain up-to-date procedures manuals and conduct audits.

Members of the bureau also analyze the fiscal impact of proposed state and/or federal legislation and prepare the budget of the State Board of Education.

Bureau of Research, Planning and Evaluation

The overall responsibility of the Bureau of Research, Planning and Evaluation is to provide the State Department of Education, and Connecticut educators and citizens with the information they need to effectively direct and operate the public elementary and secondary schools of the state. This information is generated in the form of research findings; program evaluations; summaries of current practice; policy analyses; reports on the condition of the state's public schools, their progress and needs; and policy recommendations about the educational interests of the state.

Functions performed by staff members of the Bureau of Research, Planning and Evaluation include:

- **Assessment, Testing and Evaluation.** The staff oversees statewide assessment activities and provides information about the performance of the public schools and the State Department of Education

with respect to established state and local goals and objectives. A major responsibility is to develop strategies and techniques for evaluating and reporting on the progress of public education in meeting established pupil achievement objectives. Four major program components are:

Education Evaluation and Remedial Assistance (EERA) which includes developing and administering a ninth-grade proficiency examination; evaluating school district testing and remedial assistance plans; analyzing school district EERA biennial reports; conducting in-service workshops and designing a procedure for conducting on-site program audits.

Connecticut Assessment of Educational Progress (CAEP) including development and administration of objective-referenced tests (art/music, career education, social studies, etc.) and dissemination of results.

Compensatory Education Evaluation, which includes reporting on the effectiveness of compensatory education programs, federal and state.

Development of Tests and Assessment Procedures. Currently, the unit is involved with development of an entrance examination for prospective teachers and an exit examination for individuals seeking initial teacher certification.

- **Research, Information Systems and Planning.** Functions are to acquire, analyze and present information for the use of local, state and federal education policymakers. Data now being maintained on computer files include information about local school district personnel, minority staff and pupils, nonpublic school pupils, and activities of public and nonpublic high school graduates. Staff data is coordinated with the Teachers' Retirement Board. The information forms the basis for periodic published research reports on staff, students, and enrollment. Data are also made available to Department of Education staff on topics such as racial imbalance, affirmative action, effective schools, enrollment projections and other subjects.

Bureau of School Services

The Bureau of School Services reviews and approves programs in child nutrition, school facilities and teacher certification. Its mission is to assist school personnel with technical guidance in these areas, so that all parties are able to meet the demands of statutory and regulatory requirements. Staff functions are:

- **Certification.** Personnel issue certificates necessary for employment in local school districts to eligible school personnel, including teachers and administrators. They are responsible

also for ensuring that all personnel hold appropriate certificates and that local districts act in compliance with state statutes and regulations. This is achieved through an annual survey of the certification status of all Connecticut teachers and employees subject to certification.

- **Child Nutrition.** Personnel administer the federally funded nutrition programs such as the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Summer Food Service Program and the Child Care Food Program. The United States Department of Agriculture provides reimbursement for nutritionally adequate meals served in these programs. To receive federal funds and government-donated foods, a school district agrees to serve breakfasts and/or lunches that meet minimum nutritional requirements at as low a cost as possible; to serve needy children free of charge or at a reduced rate; to operate on a nonprofit basis, and to ensure that all child nutrition programs are available to all children.

  Information about foods and nutrients is made available to students, teachers and food service personnel, and nutrition education curricula and materials to be used with students are distributed to schools participating in the Nutrition Education and Training Program (P.L. 95-166).

- **School Facilities.** These services relate to the construction of new facilities and the extension or alteration of existing facilities; they also ensure that all public school buildings meet health, safety and fire code standards. Staff members review all specifications for economy and utility; approve preliminary and final plans; inspect school plant sites for suitability and codes compliance; collect and distribute cost, technical and procedural information on all municipal and regional projects receiving state grants; and certify periodic and final grant payments.

  Staff also communicates with other state and federal agencies on developments in the field of school plant planning and advises local school officials, architects and representatives of community groups on the application of laws, regulations and Department policy.

1983-84 ACHIEVEMENTS

Under the direction of Robert E. Lamitie, the Division of Educational Administration made progress in achieving two main objectives of the division for this school year: to develop mastery tests for students and competency tests for teacher candidates, and to increase the use of automation throughout the Department of Education.

Among the 1983-84 accomplishments of the division were the following:

- The Assessment, Testing, and Evaluation staff of the division, with the assistance of several advisory groups developed test specifications for the 4th grade mastery test. Mastery tests are being developed and will cover certain basic skills. The tests will first be given to 4th grade students in 1985 and in 1986 to 6th and 8th grade students.

- Procedures for data management, grant calculations, and payments were automated, and the processing of school facilities grants was improved.

- Computer specifications were developed for 15 new grant applications and revised or improved for 23 other grants.

- A Wang VS-90 minicomputer was acquired, which allows Department personnel to process and access information more quickly and efficiently. Many applications have been developed for this new computer.

- In conjunction with the Division of Elementary and Secondary Education's Bureau of Curriculum and Staff Development and the Teacher Examination Development Panel, the Division of Educational Administration has established test specifications and adopted testing instruments in the areas of reading, language, and mathematics to be administered to all those seeking admission into a teacher training program. This competency testing program will ensure that all teacher candidates possess a core of basic skills that are essential for the teaching profession.

- A record number of plans and specifications were approved (345) and 200 schools were inspected for code compliance. This was part of an effort to improve the processing of technical aspects of school facilities grants.

- Grant application seminars were held throughout the state for the purpose of informing district personnel of reporting requirements, new legislation, and other matters of concern to them. Three hundred and twenty-seven persons participated in the nine regional seminars and evaluated them as good or excellent.

Resources

The number of personnel and the financial resources of the Division of Educational Administration are summarized below. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Resources, Division of Educational Administration

Table 3

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division										$23,107,862
*Bureau of Research, Planning and Evaluation	15	$ 513,457	$466,647	-	-	13	$ 488,327	$ 80,494	-	-
Research, Information and Planning	7	266,083	86,920	-	-	1	18,350	-	-	-
Assessment, Testing and Evaluation	3	117,225	366,213	-	-	6	219,575	80,494	-	-
Data Processing	3	65,795	2,795	-	-	6	250,402	-	-	-
*Bureau of Grants Processing	14	350,690	30,628	-	-	13	393,118	-	-	-
Data Acquisition and Verification	5	112,793	1,285	-	-	2	66,748	-	-	-
Grants Calculations	3	81,478	1,952	-	-	6	186,445	-	-	-
Grants Payments	0	-	1,461	-	-	3	96,865	-	-	-
Grants to Towns	-	-	-	-	554,212,305	-	-	-	-	-
Grants to Other Than Towns	-	-	-	-	8,633,675	-	-	-	-	-
Automation and Systems Design	3	88,741	443	-	-	-	-	-	-	-
*Bureau of School Services	17	388,370	14,244	-	-	8	382,130	138,244	15,875	-
School Facilities	6	132,651	5,744	-	-	-	-	-	-	-
Child Nutrition	2	51,067	-0-	-	-	8	382,130	138,244	15,875	-
Teacher Certification	7	147,631	3,799	-	-	-	-	-	-	-
Division Director	3	97,147	31,765	-	-	-	-	-	-	-
Division Total	49	$1,349,664	$543,284	-	$562,845,980	34	$1,263,575	$218,738	$15,875	$23,107,862

*Includes Office of Bureau Chief

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Bureaus

Curriculum and Staff Development

School and Program Development

Student Services

MISSION

To help local school districts develop and improve elementary and secondary education programs and services

Major responsibilities of the Division of Elementary and Secondary Education, embodied in the goals of the State Board of Education and in federal and state statutes, include

- ensuring professional competence/teacher preparation/certification policy/in-service training
- curriculum development/graduation requirements/district offerings
- learning resources and technologies
- approving, monitoring and evaluating school programs to meet state and federal requirements
- special education
- equity and equal opportunity

ORGANIZATION AND RESPONSIBILITIES

The Division, comprised of three bureaus, each of which performs several special-purpose functions, is the state's primary provider of educational support to local school districts. The activities of the Division and its educational consultants are directed by Robert I. Margolin. The organization of the Division is depicted in Figure 3.

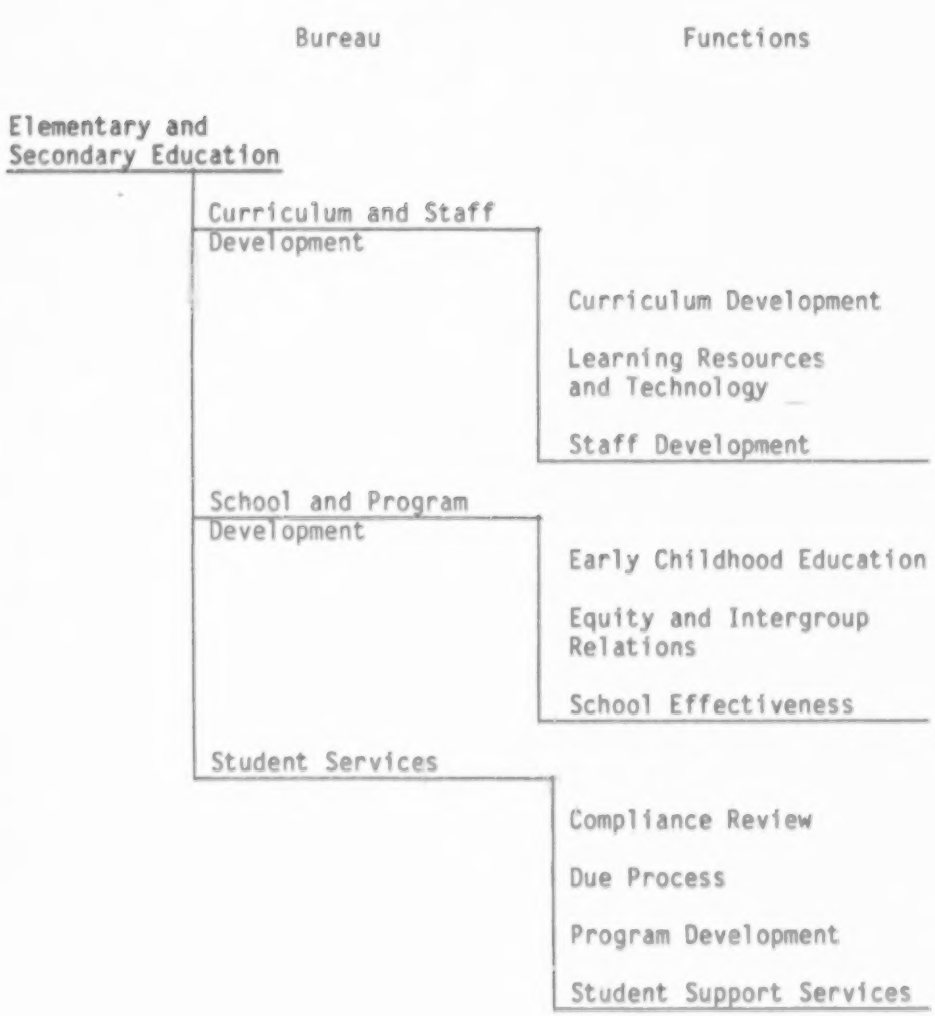


Figure 3
Division of Elementary and Secondary Education

Bureau of Curriculum and Staff Development

The purposes of the Bureau of Curriculum and Staff Development are implicit in its title: to help local education agencies develop and improve curriculum offerings and to increase the competence of teachers and administrators. Functions are:

- **Curriculum Development.** The staff includes curriculum specialists in the arts, foreign languages, language arts, mathematics, physical education, science and social studies.

  They supply materials and provide expertise to local and regional school districts in order for districts to offer the planned, ongoing and systematic programs of instruction required by state statute. Each consultant responds to the individual requests of districts for assistance and serves as a resource to other units of the State Department of Education, to state agencies and to the general public. All curriculum consultants participate in regional workshops, meetings and statewide conferences on topics of broad interest.

- **Learning Resources and Technology.** The staff performing this function administers the Department's instructional television services, selecting and scheduling programs to be broadcast, and provides technical assistance to local schools and school libraries in developing programs and facilities for the effective use of instructional technology, both computers and television. The group also issues printed materials in support of school cooperation among the State Department of Education, local education agencies, regional educational service centers, cooperative library service units and the State Library in matters relating to learning resources and technology.

- **Staff Development.** Personnel provide leadership and assistance to local school districts and institutions of higher education for the continuous improvement and development of excellence in programs for educational personnel. Staff members assist committees dealing with standards for teacher preparation program approval, certification requirements and in-service training of school personnel.

Bureau of School and Program Development

The objective of the Bureau of School and Program Development is to help schools become more effective as places in which students learn.

- **Early Childhood Education.** Attention focuses on the years between birth and kindergarten entry. Areas of concern include child care, parenting, early childhood special education and interagency collaboration.

The staff carries out activities necessary to promote the expansion of early childhood education services in the state. Consultants work to ensure that all of the state's young children have access to quality early learning experiences. Because of the paucity of information on early childhood education, there is a great need to simulate primary practices, to research and to disseminate the results, and to coordinate and expand existing professional development opportunities.

Early childhood consultants are involved in establishing criteria for the licensure and approval of the educational components of early childhood programs, and designing and implementing procedures for such licensure and approval. Personnel collect data and information to assist in planning and evaluation.

The current focus is on collaborative arrangements among local, state and federal agencies. The bureau administers the State Implementation Grant which supports efforts to establish interagency collaboration for young handicapped children and the Preschool Incentive Grant which supports training, technical assistance and service to benefit handicapped children of ages three through five.

- **Equity/Intergroup Relations and Special Programs.** Consultants seek to enhance the range and quality of instructional programs for all students, regardless of their dominant language, race, national origin, sex or handicapping condition. Programs included within the unit are bilingual education, sex equity, national origin, home instruction, student affairs, law-related education, refugee assistance, public and nonpublic school approval, crisis intervention, intergroup relations and Native American education. Consultants, functioning as program managers, are responsible for developing and implementing state programs which are prescribed by the appropriate state and/or federal legislation; disbursing funds to eligible school districts; monitoring for compliance; and assisting school districts seeking to improve the educational opportunities of students with special needs. Statewide, regional and local workshops and conferences are offered on issues related to equal educational opportunity.

- **School Effectiveness.** Personnel are responsible for administration of Connecticut's compensatory education programs (Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981 and Remedial Assistance Grants under the State's Education Evaluation and Remedial Assistance (EERA) program); for administration of the federal education block grant program under Chapter 2, ECIA; and for implementation of Connecticut's School Effectiveness Project.

  Chapter 1 and EERA programs serve approximately 50,000 children in 146 participating school districts, while Chapter 2 serves the

majority of school-age children in the state in all local school districts and in four state agencies. The School Effectiveness Project operates in 16 Connecticut public schools. In addition to the above, special services are provided in the areas of rural education, urban education, migrant education and programs in institutions for neglected and delinquent children. The staff oversees approximately $50 million in state and federal grants.

For Chapter 1, EERA and Chapter 2, staff provide administrative and program support services which include reviewing and approving grant applications, conducting on-site monitoring visits, disseminating information on policies and programs, promoting parent involvement, undertaking state-level program evaluation, and coordinating activities with other federal, state and local programs.

School Effectiveness Project activities include disseminating information, recruiting new schools as project participants, undertaking comprehensive school assessments, conducting planning and problem-solving institutes for school staff, and providing post-institute follow-up services to participating schools.

Bureau of Student Services

The Bureau of Student Services is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs.

- **Compliance Review.** The staff monitors all public school programs that serve handicapped children to ensure that the programs comply with special education laws, state and federal. The staff is also responsible for the approval of special education programs in private schools.

  Each year consultants review approximately one-third of the local school district programs in Connecticut. Additionally, private special education programs are evaluated for initial or continuing approval and recommendations are forwarded to the State Board of Education for action.

  Other activities, outlined in the *Comprehensive Plan,* include development of a private school cost reporting system; new standards for approving private special education programs, and the maintenance of a directory of approved private schools offering special education programs.

- **Due Process.** The group assigned to this task is responsible for ensuring that exceptional children and their parents are afforded their rights under both state and federal law, and is responsible for maintenance of the computerized Special Education Monitoring Information System (SEMIS).

  The procedural requirements for the resolution of disagreements between parents and school districts regarding a child's special

education are set forth in the Connecticut General Statutes. Section 10-76h provides for an administrative review by a local board of education, to be followed, if requested of the State Board of Education, by a mediation or hearing, for which the State Board appoints a mediator or hearing officer. A party aggrieved by the decision of the hearing officer may appeal to the courts. The legislation sets out specific timelines which must be followed in each of the above procedures.

Activities specifically related to due process include:

responding to complaints about special education;

scheduling and monitoring mediations and hearings;

advising mediators and hearing officers about applicable laws and regulations, court decisions, and State Board of Education policy;

preparing the record of hearings which are appealed to the courts;

recruiting, training and evaluating mediators and hearing officers;

maintaining hearing records and mediation results, and

reviewing procedures, forms and manuals used by the unit to ensure compliance with the law.

Due Process also has the responsibility, as the maintainer of the agency's recordkeeping system, SEMIS, for reporting on the condition of special education within Connecticut. Activities include: collecting, processing, evaluating and distributing SEMIS materials; preparing and submitting state and federal special education pupil reports; publishing statistics on the condition of special education; and developing alternative procedures for submitting SEMIS data.

- **Program Development/Technical Assistance.** Staff provides expertise and consultation to school districts in the development and improvement of programs for exceptional children. The assistance may be provided through on-site visits, meetings, workshops and written materials. Activities include disseminating guidelines to assist schools in the areas of occupational and physical therapy, learning disabilities, speech and language difficulties, hearing impaired, and gifted and talented children, along with commentary to the special education regulations.

- **Student Support Services.** Personnel provide assistance to local school districts in the area of pupil services, including strengthening programs in school psychology, school social work, school health and guidance and counseling. These programs are concerned with development, prevention and remediation. The resolution of potential problems through early intervention and individualization are crucial services provided.

1983-84 ACHIEVEMENTS

During this year, perhaps the outstanding achievement of the division was its work with the Distinguished Citizens Task Force on Quality Teaching to produce a report which focused public attention on such important teacher issues as the need to raise salaries and provide adequate in-service training for teachers.

Other major accomplishments of the division in the year were:

- To plan, publicize, and produce a summer session of the Institute for Teaching and Learning. This session, concerned with writing; early childhood; basic skills in mathematics, reading, and writing; and instructional supervision, attracted over 3,000 applicants.

- To develop, produce, and disseminate a new set of standards and procedures for teacher preparation programs in Connecticut.

- To develop legislation, which was passed, requiring all school districts to offer planned, ongoing and systematic professional development programs for both teachers and administrators and to submit their plans to the State Department of Education by April 1986.

- To conduct compliance reviews in 46 public school districts and 36 private schools to ensure that all programs for handicapped children meet state and federal special education laws, and to administer a program that provided surrogate parents for 320 handicapped students whose parents were unavailable.

- To complete 47 special education hearings, hold 39 workshops on due process and special education procedures, resolve 287 complaints, conduct three formal investigations, and handle via mediation 95 disputes, in order to foster the improvement of instruction for handicapped students.

- To further instruction for gifted and talented students, to initiate 11 new school district programs, expand 14 existing programs, hold 14 regional workshops for teachers of the gifted and talented, and conduct three regional and one statewide conference for over 1,000 parents and one annual conference for 500 professionals.

- To provide school improvement services to seven schools that voluntarily entered Connecticut's School Effectiveness Project. These services included staff orientation, school assessment, and follow-up support for long-range improvement.

- To produce a position paper on the feasibility of ensuring services from birth for all eligible children, which led to this topic being included in "Connecticut's Challenge" and to formulation of a study committee on the subject.

Resources

The number of personnel and the financial resources of the Division of Elementary and Secondary Education are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 4

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division										$51,118,463
*Bureau of School and Program Development	11	$401,727	$ 48,705	-	-	22	$ 821,975	$ 483,728	$ 671	-
Early Childhood	2	381,262	8,596	-	-	4	151,234	63,829	-	-
Equity and Intergroup	4	135,772	37,310	-	-	6	202,238	171,270	-	-
School Effectiveness	3	112,908	977	-	-	11	442,038	248,629	671	-
*Bureau of Curriculum and Staff Development	19	710,545	191,266	-	-	5	132,032	3,110	320	-
Curriculum Development	11	433,815	27,158	-	-	1	21,175	-	-	-
Professional Development	2	75,578	19,205			1	20,299	2,570	320	-
Learning Resources and Technology	4	135,130	142,750	-	-	2	83,915	540	-	-
*Bureau of Student Services	7	233,289	85,857	-	-	25	1,062,527	1,683,352	5,300	-
Student Support Services	3	101,770	29,290	-	-	2	77,137	13,286	-	-
Program Development/ Technical Assistance	1	45,348	15,930	-	-	6	277,239	200,263	-	-
Compliance	1	16,370	468	-	-	6	331,688	75,077	-	-
Due Process	-	-	36,815	-	-	8	253,961	304,879	-	-
Federal Programs	-	-	-	-	-	2	86,472	1,037,561	5,300	-
Division Director	4	168,289	1,507	-	-	-	-	-	-	-
Division Total	41	$1,513,850	$327,335	-	-	52	$2,016,534	$2,170,190	$ 6,291	$51,118,463

*Includes Office of Bureau Chief

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureaus

Community and Adult Education

Vocational Program Planning and Development

Vocational Services

Youth Employment and Training Services

MISSION

To plan, fund, assist and evaluate vocational education programs for secondary, postsecondary and adult learners, and to monitor programs for compliance with civil rights regulations

The Division of Vocational and Adult Education strives to attain the statewide goals of education:

- equity and equal opportunity
- improving school programs
- ensuring professional competence
- evaluating success

The bureaus, through their activities, reflect this commitment to improve adult and community education programs, to provide up-to-date information to the state's educational decision makers, to eliminate sex stereotyping in programs, and to deliver training to youths and adults who are underprepared for employment.

The division also provides administrative services to the State Occupational Information Coordinating Committee (SOICC) and works closely with the State Council on Education for Employment (SCEE).

ORGANIZATION AND RESPONSIBILITIES

The division, directed by C. M. Green, accomplishes its mission through four bureaus (see Figure 4). These bureaus provide services to local education agencies, prime sponsors of Comprehensive Employment and Training Act programs, private industry, and a variety of educational agencies in the public and private sectors.

The Civil Rights Compliance Coordinating Unit operates as a function of the Office of the Director to monitor federally funded vocational programs in local education agencies, community colleges, state technical colleges and regional vocational-technical schools in fulfillment of requirements set forth in guidelines issued by the Department of Health, Education and Welfare on March 21, 1979. Programs are monitored for compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Bureau of Community and Adult Education

The Bureau of Community and Adult Education, in addition to assisting the public schools in the improvement of adult and community education programs, monitors private occupational schools and institutions of higher education for compliance with state and federal statutes, including a program for veterans. The bureau is also responsible for administering the General Educational Development (GED) examination annually to more than 10,000 residents, enabling them to get a high school equivalency diploma. Bureau responsibilities include:

- **Adult Vocational Education.** The staff is responsible for program approval of private occupational schools and the approval of basic adult, secondary and postsecondary programs in which 3,000 veterans and their eligible dependents were enrolled in April 1984. The licensing of private occupational schools involves a considerable amount of program monitoring and evaluation as required by the Connecticut General Statutes. Monitoring of the private occupational school default assurance fund and the approval and monitoring of driver education programs in both public and nonpublic secondary schools are also mandated responsibilities.

  Staff members responsible for veterans education maintain liaison with the Veterans Administration, including transmission of approvals and written reports of visitations; evaluate applications from participating educational institutions for the approval of new or revised programs; participate in seminars and meetings with national and state groups interested in program activities; and periodically issue veterans education school and course directories and other information.

- **Basic Skills/Community Education.** This function involves developing programs and providing technical assistance to meet the

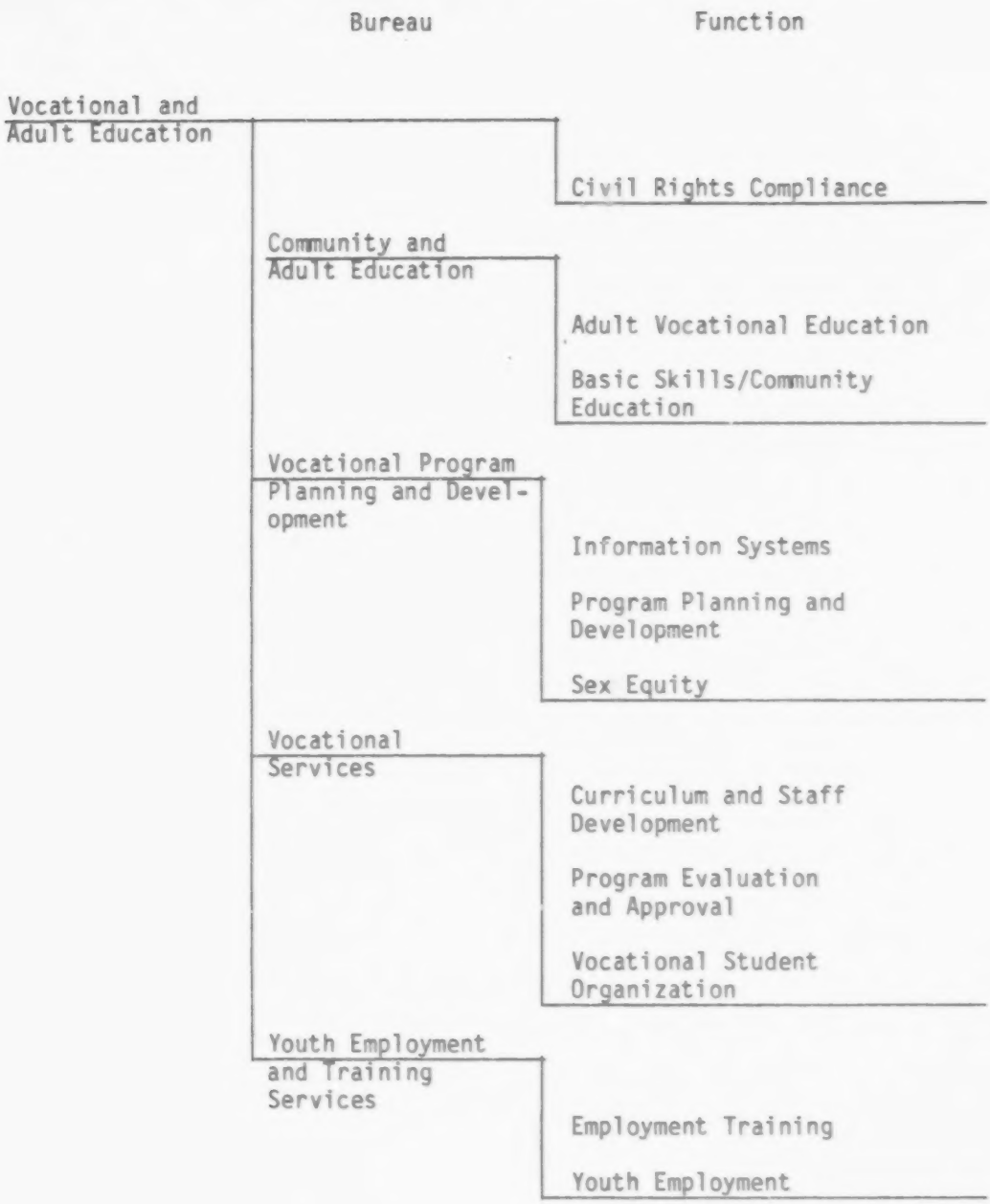


Figure 4
Division of Vocational and Adult Education

educational needs of communities and their in-school and out-of-school youth and adults. Clients include adults who have not completed 12th grade; adults who have not completed 8th grade; non-English-speaking adults, and other adults seeking career opportunities. Some of the training is done in cooperation with

business and industry. The staff oversees the administration of the General Educational Development examination and assists with Jobs for Connecticut Youth programs.

Bureau of Vocational Program Planning and Development

The general mission of the Bureau of Vocational Program Planning and Development is to ensure that the Board of Education, the Department, the Division, and Connecticut educators and citizens have the information needed to plan, direct and improve vocational education programs in the public schools. This information comes in the form of long-range and annual plans, research findings, vocational curriculum development materials, reports and analyses of current and anticipated enrollments (youth and adult), and evaluations of exemplary projects. The bureau oversees initiatives for the improvement of vocational programs and sex equity, including supportive services and programs for displaced homemakers. The bureau has three main functions.

- **Information Systems.** Personnel are responsible for collecting, analyzing and reporting data on federally assisted vocational education programs. A computerized data system is maintained to provide statistical and financial information necessary to evaluate the quality and effectiveness of vocational education programs and to plan for future needs. Meetings are held with representatives of other bureaus and local school administrators to modify and improve data collection methods to meet the needs of the Department and the requirements of the vocational education data system. Information on state and regional economies and job opportunities are analyzed and presented in a series of publications for use by Department staff, educators and local school administrators in planning and improving the quality of vocational education in Connecticut. Data are reported annually to the National Center for Education Statistics.

- **Program Planning and Development.** A major responsibility is the preparation of the five-year state plan, an annual state plan and an accountability report for the administration of vocational programs under P.L. 94-482, the Vocational Education Act.

  Another function is to fund and administer research, exemplary and curriculum development projects which are designed to improve the comprehensive delivery of vocational programs, and to increase participation in vocational training programs by special needs populations. The staff disseminates information about successful vocational education practices, both state and national.

  Professional development initiatives are concerned with improving the qualifications of vocational educators and maintaining an adequate supply of qualified vocational educators through in-service, preservice and professional certification programs. Activities undertaken in professional development are directly

related to the State's *Comprehensive Plan for Elementary and Secondary Education,* e.g., coordinate staff development programs within the Department, assist with revising procedures and standards for approving teacher preparation programs, and increase leadership training for key vocational program administrators.

- **Sex Equity.** Emphasis is on secondary vocational programs in the local school districts and on maintaining nontraditional training programs developed for previously underserved adult female populations. Cooperative planning and programming with the Division of Regional Vocational-Technical Schools, the community colleges and other state agencies responsible for employment and training programs for adults is a priority. In-service training and the dissemination of resource materials to secondary schools, community agencies and community colleges has fostered an increase in enrollment of youth and adults in vocational programs nontraditional to their sex. All activities are designed to increase access of young and adult females and males to the full range of vocational and career options available and to eliminate the sex-stereotypical patterns of vocational choices which traditionally have limited development of personal talents and interest in career preparation.

  The staff assists local education agencies, regional vocational-technical schools, community colleges, community agencies and regional educational service centers in providing in-service training to teachers, counselors, administrators and parents. Competitive grant programs allow the unit to increase the participation of adult women in technical and trade training programs; make available in-service training in sex equity for school personnel, and continue support services for incarcerated women enrolled in vocational programs at Niantic Correctional Center.

Bureau of Vocational Services

The mission of the Bureau of Vocational Services is to increase opportunities for Connecticut citizens to acquire, improve and increase their vocational skills and knowledge so that they can enter and advance in careers. The bureau works with the educational community of the state to develop vocational proposals for federal and state funding; to assist in the development of immediate and long-range local and state plans for vocational education; to develop guidelines and other documents necessary for the operation of vocational education programs in the state. The staff is responsible for the review of proposals and plans, the monitoring of ongoing programs; formal evaluation of a 20-percent sample of vocational programs in the state each year, and working with vocational student organizations.

Program administration activities include development of guidelines, processing of grants, and approving programs for statutory or grant purposes, as well as the monitoring and evaluation of programs.

The bureau assists local school districts and other education agencies through in-service training programs; development and dissemination of materials for use in professional development, curriculum and classroom instruction; and through supervision of vocational student organizations.

- **Curriculum and Staff Development.** Staff members are responsible for developing, updating and disseminating vocational curriculum and guidelines for quality vocational programs in Connecticut schools. Subject areas in which staff provide professional assistance are: business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance.

  Bureau consultants work closely with professional and business associations as well as centers for higher education to maintain quality instructional programs in vocational education. Attention is paid to serving special populations including the handicapped, disadvantaged, out-of-school youth, adults, minorities and women. Consultants also provide guidance on laws pertaining to the operation of vocational programs.

- **Program Evaluation and Approval.** Staff provides technical assistance to all local education agencies, institutions, contractors or others who receive vocational entitlements or grants under federal and state legislation. Recipients are helped to prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants, minigrants and special projects, and arrangements for collaborative programs.

  A major concern is the quality of the vocational education programs approved, funded and operating. To ensure quality, personnel evaluate on a regularly scheduled basis up to 20 percent of all entitlement programs. Based on the recipient's self-evaluation and an on-site visit, bureau staff prepare a narrative report outlining strengths in the various vocational programs and recommending steps for quality improvement.

- **Vocational Student Organizations.** Personnel assigned to this function are responsible for the coordination of numerous activities related to the operation of six vocational student organizations and statewide coordinating group, the Connecticut Council of Vocational Organizations (CCVSO). The six Vocational Student Organizations are: American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); Vocational Industrial Clubs of America (VICA).

Activities include supervising students participating in state, regional and national activities; providing in-service programs for present prospective and local and state advisors and officers; conducting seminars and conferences to help young adults develop vocational competencies, a sense of civil responsibility, leadership capabilities, enthusiasm for learning, and a feeling of the civic, social and moral responsibilities of business to society. Staff members work to establish working relationships with members of business and industry in order to maintain relevant and up-to-date irstruction in vocational education programs in the local high schools.

Bureau of Youth Employment and Training Services

The general mission of the Bureau of Youth Employment and Training Services is to administer the State Education Coordination and Grants program under the Job Training Partnership Act (JTPA) and to manage the Jobs for Connecticut Youth initiative. In both endeavors, the bureau works with a broad spectrum of local agencies in the planning, design and conduct of a variety of program activities for the delivery of training and services to the state's disadvantaged. Central to the mission is the development of enduring processes which will result in the coordinated use of both public and private resources.

The bureau's organization is heterogeneous, with responsibilities for all program and support activities shared without distinction to the targeted audiences. Programs include, but are not limited to, basic skills, prevocational education, skills training, life skills, English as a second language and assessment. The programs are operated by and through local education agencies, regional community colleges, regional vocational-technical schools, community-based organizations, private industry and the state technical colleges. Program activities funded through the bureau must, without exception, have the sanction and concurrence of local personnel and in the case of JTPA, programs are based upon a negotiated cooperative agreement between the state education agency and the local Private Industry Council.

Related activities in the area of staff development, program evaluation, program monitoring/desk auditing, and inter/intra-agency coordination are integral to the total operation.

The bureau has, as a priority, the goal of assisting local education agencies in fostering the adoption of "school to work transition assistance programs" as an integral component of their curriculum offerings, building upon the exemplary national demonstrations of the past half decade.

1983-84 ACHIEVEMENTS

One of the most important ongoing activities of the Division of Vocational and Adult Education is the distribution and supervision of state and federal funds to be used in preparing young people and adults for the "world of work." (Funding is particularly important in vocational education because of the great cost of equipment required to give effective job-related training.)

Specific major accomplishments of the division in the year 1983-84 were:

- To draft legislation, which has been passed and signed into law, clarifying existing law and adding items necessary for state supervision of vocational and adult education.

- To conduct pre-evaluation reviews and on-site reviews in ten school districts to determine the efficacy of adult education programs. Plans were also made for evaluation of 12 district programs during school year 1984-85.

- To implement plans for redistribution of federal adult education funds, which plans responded to issues of equity promoted by the Department. Forty-nine local education agencies received federal program funds and ten competitive special project awards were made (compared with 33 awards of federal funds the previous year).

- To approve $3,632,000 in federal funds and $3,000,000 in state funds for ,250 vocational education programs in 175 school districts and other special delivery institutions. This money enabled approximately 168,250 students to acquire skills needed for employment.

- To sponsor 50 workshops, courses, and conferences to upgrade vocational educators in new technology, business and industry involvement, student recruitment, certification, equity, and safety. Participants included 3,771 teachers, 254 administrators, 63 advisory committee members, 499 representatives from business and industry, and 419 students. Attendees came from approximately 90% of school districts and other institutions across all vocational program areas.

- To present awards to 17 secondary schools and eight colleges for outstanding Vocational Improvement Practices (VIPs). More than 90 vocational teachers participated in five VIP on-site conferences to learn the techniques necessary to adopt or adapt these practices to their schools.

- To design projects to eliminate sex bias in secondary programs and career counseling services. These projects were implemented by seven public school systems and the state regional vocational-technical school system of 17 schools.

Resources

The number of personnel and the financial resources of the Division of Vocational and Adult Education are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 5

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division					$250,000					$8,986,010
*Bureau of Vocational Services	7	$191,046	$ 66,234	-	-	18	$817,722	$ 75,185	$1,160	-
Curriculum and Staff Development	4	110,275	-	-	-	5	227,530	-	-	-
Program Evaluation and Approval	-	-	-	-	-	6	277,744	-	-	-
Student Organization	-	-	-	-	-	6	249,757	-	-	-
*Bureau of Community and Adult Education	12	372,734	50,796	-	-	1	18,280	19,158	1,240	-
Adult Vocational Education	4	138,144	-	-	-	-	-	-	-	-
Basic Skills/Community Education	3	80,315	-	-	-	1	18,280	15,017	-	-
Veterans Education	3	88,169	-	-	-	0	-	4,141	1,240	-
*Bureau of Vocational Program Planning and Development	1	48,826	49,451	-	-	9	380,423	12,680	-	-
Program Planning and Development	-	-	-	-	-	4	189,442	-	-	-
Information Systems	-	-	-	-	-	2	88,861	-	-	-
Sex Equity	-	-	-	-	-	2	81,348	907	-	-
*Bureau of Youth Employment and Training	-	-	14,940	-	-	6	409,091	17,909	-	-
Youth Employment and Training	-	-	-	-	-	4	303,259	-	-	-
SOICC (1)	-	-	-	-	-	5	208,016	20,075	7,800	-
SCEE (2)	-	-	-	-	-	2	29,797	3,181	-	-
Division Director	3	95,363	14,389	-	-	2	87,394	25,623	810	-
Division Total	23	$707,969	$195,810	-	$250,000	43	$1,950,723	$173,291	$11,010	$8,986,010

*Includes Office of Bureau Chief

(1) State Occupational Information Coordinating Committee
(2) State Council on Education for Employment

DIVISION OF VOCATIONAL REHABILITATION

Bureaus

Disability Determination

Planning, Evaluation and Training

Rehabilitation Services

MISSION

To restore persons with disabilities to productive work through a program of vocational rehabilitation services administered in accordance with state and federal legislation

The Division of Vocational Rehabilitation administers a wide range of services to individuals which increases the availability of training and job placement opportunities for persons with disabilities. The division provides vocational guidance and counseling to assist disabled persons to obtain and maintain employment. The division also administers a program to determine the eligibility of applicants and process all claims for benefits under the Social Security Disability Act of 1954 as amended.

ORGANIZATION AND RESPONSIBILITIES

The division, under the direction of Associate Commissioner Marilyn A. Campbell, assumes a leadership role in a network of state departments, rehabilitation centers and other providers of services whose activities support the mission of the division. The work is carried on by three bureaus (see Figure 5).

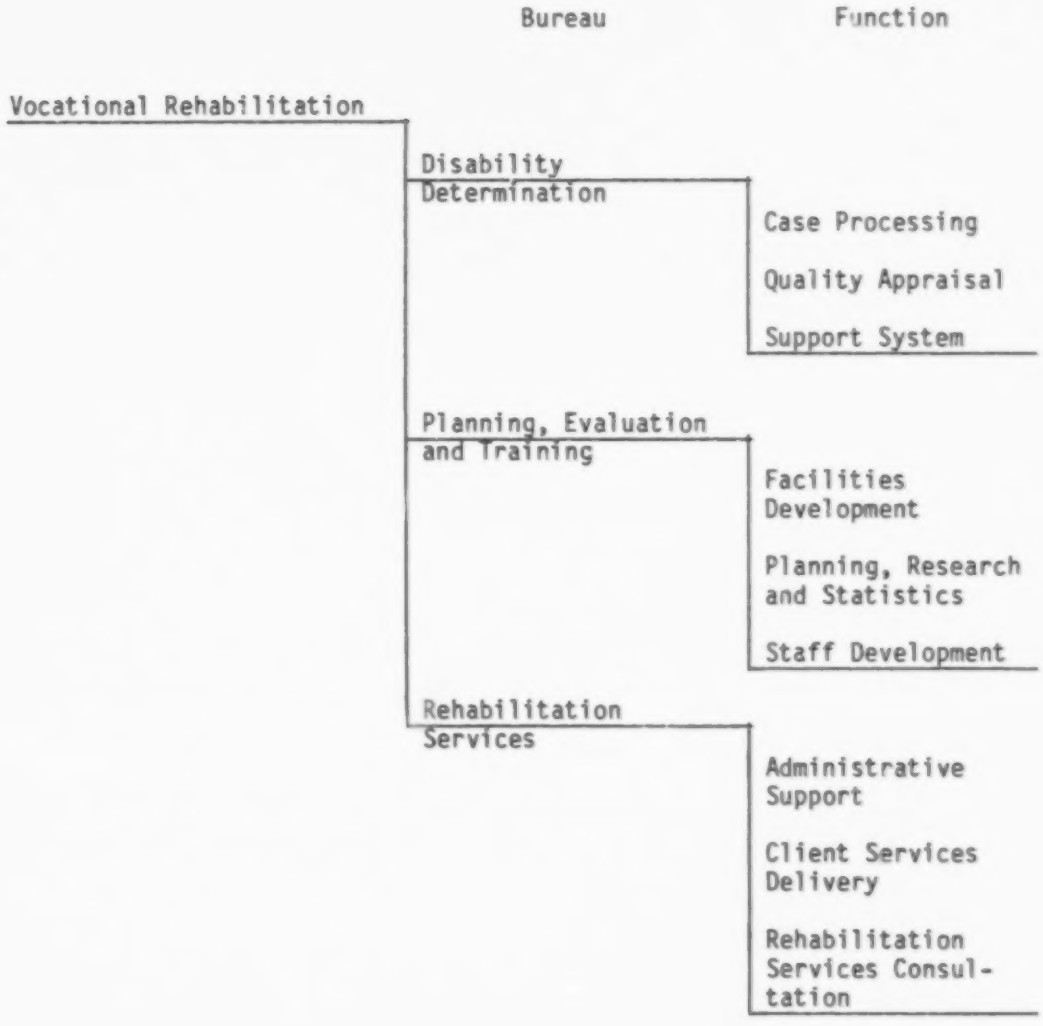


Figure 5
Division of Vocational Rehabilitation

Bureau of Disability Determination

The Bureau of Disability Determination adjudicates claims to determine eligibility for cash benefits from the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs in accordance with federal law and Social Security Administration regulations. Functions are:

- **Case Processing.** The staff performing this function documents and analyzes medical and vocational evidence on individual claims to determine eligibility for disability benefits.

- **Quality Appraisal.** Personnel sample, detect, analyze and correct deficiencies in claims processing to ensure consistent and accurate decision making.

- **Support Systems.** Individuals provide technical, consultative and fiscal services necessary for the implementation and operation of the program's goals. These include training, liaison with the medical community, and statistical and fiscal reporting.

Bureau of Planning, Evaluation and Training

The Bureau of Planning, Evaluation and Training coordinates the division's program planning, evaluation and research utilization. The bureau also conducts all staff development and in-service training activities. Working through a statewide network of rehabilitation facilities and workshops, the bureau promotes the development of new or expansion of existing programs of services to clients.

- **Facilities Development.** The staff coordinates the purchasing and monitoring of services to clients from rehabilitation facilities and workshops throughout the state; provides assistance to the staffs of rehabilitation centers in program expansion and development by workshop staff; and administers a federal/state grants program.

- **Planning, Research and Statistics.** Personnel coordinate the preparation of federal and state planning documents and evaluation reports, disseminate information and promote interagency cooperation.

- **Staff Development.** Staff members coordinate the in-service training and staff development activities, including specialized activities focusing on services to the deaf, hearing impaired and the visually impaired deaf.

Bureau of Rehabilitation Services

The Bureau of Rehabilitation Services provides direct, individualized services to clients. The bureau administers the state/federal program of vocational rehabilitation services for vocationally handicapped individuals in accordance with state and federal legislation and regulations.

- **Administrative Support.** The staff promotes standard casework practices by maintaining a policy and procedures manual and consulting with field office professional staff. The staff also acts to assure clients' rights in the development of rehabilitation plans and provides for redress of perceived inequities in the service delivery through appellate procedures.

- **Client Services Delivery.** Personnel provide vocational rehabilitation services to eligible clientele through five district offices composed of 19 local and eight special offices. Weekly visits are made to all state job service offices and counselors are assigned liaison duty with secondary schools and other frequent referral sources. The staff, with the district directors, monitors casework and advises on direct client services delivery.

- **Rehabilitation Services Consultation.** Personnel provide consultation and technical assistance to district office staff on unique or extraordinary issues relating to the specific service needs of individual clients, and on contracts for medical, psychological, architectural and engineering consultants.

1983-84 ACHIEVEMENTS

The Division of Vocational Rehabilitation continued throughout the year to maintain and improve the scope and quality of services provided to disabled adults to help them prepare for a productive role in the workforce and to become more self-sufficient. Many of the division's activities are ongoing. Each year new clients are served and support services provided to those not yet prepared to enter the workforce.

In 1983-84 the division provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 16,318 persons with physical or mental disabilities. Of the total served, 2,243 were completely rehabilitated.

Specific major accomplishments of the division in the year were:

- To provide follow-up in-service training on the utilization of rehabilitation facilities/workshops; training on rehabilitation of the psychiatrically disabled, learning disabled, and those using sign language.

- To continue to increase counselor skills in service to Spanish-speaking, deaf, and homebound clients; and to train 54 rehabilitation specialists.

- To conduct 24 program audits at rehabilitation facilities.

- To computerize scheduling of disability determination evaluations by medical consultants.

- To continue to revise disability determination case recording for better control of work flow.

- To expand disability determination case recording to improve invoice processing.

- To develop a facilities directory categorizing rehabilitation facilities by services, type and location.

- To prepare to increase number of learning disabled served and to increase the type of services to learning disabled clients.

- To continue to increase use of similar benefits by working cooperatively with the Connecticut Association of Professional Financial Aid Administrators, Department of Health, the Veterans Administration, Services for the Blind, Department of Mental Health, Department of Mental Retardation, Department of Labor, Multiple Sclerosis Association, Connecticut Alcohol and Drug Abuse Commission and others.

Resources

The number of personnel and the financial resources of the Division of Vocational Rehabilitation are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

(continued on page 42)

Resources, Division of Vocational Rehabilitation

Table 6

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Division										$1,489,295
*Bureau of Rehabilitation Services						163	$ 5,271,803	$ 595,422	$22,727	-
Administrative Support						1	60,546	4,305	-	-
Client Service Rehabilitation Services Delivery						156	4,925,345	578,202	22,727	-
						2	119,292	8,610	-	-
*Bureau of Planning, Evaluation and Training						15	581,517	96,512	-	-
Staff Development						3	134,437	46,047	-	-
Facilities Development						3	130,238	12,616	-	-
Planning, Resources and Statistics						7	226,543	25,232	-	-
*Bureau of Disability Determination						130	4,076,004	4,331,244	12,948	-
Quality Appraisal						8	326,798	-	-	-
Case Processing						65	2,400,786	-	-	-
Support Systems						53	1,176,477	4,331,244	12,948	-
Division Director						9	311,538	35,088	-	-
Division Total						317	$10,240,862	$5,058,266	$35,675	$1,489,295

*Includes Office of Bureau Chief

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

Facilities and Planning

General/Related Education

Student Support Services

Trades

MISSION

To increase the employability of Connecticut citizens and stimulate economic growth by providing opportunities for comprehensive training in 45 occupational areas

The Division of Vocational-Technical Schools manages Connecticut's system of 17 regional vocational-technical schools and four satellite operations. The primary population served is high school students who receive both an academic program and trade training. An even larger number, however, participate in the postgraduate and adult education programs.

ORGANIZATION AND RESPONSIBILITIES

The division is responsible for the operation and maintenance of 19 of the 21 facilities in which programs are offered across the state. Program evaluation is an ongoing process.

The division is headed by Director Angelo J. Tedesco and Assistant Director Kenneth C. Gray. Support to the schools is provided by a staff of 17 consultants who are organized into three functional groups (see Figure 6) and by staff members concerned with facilities and planning.

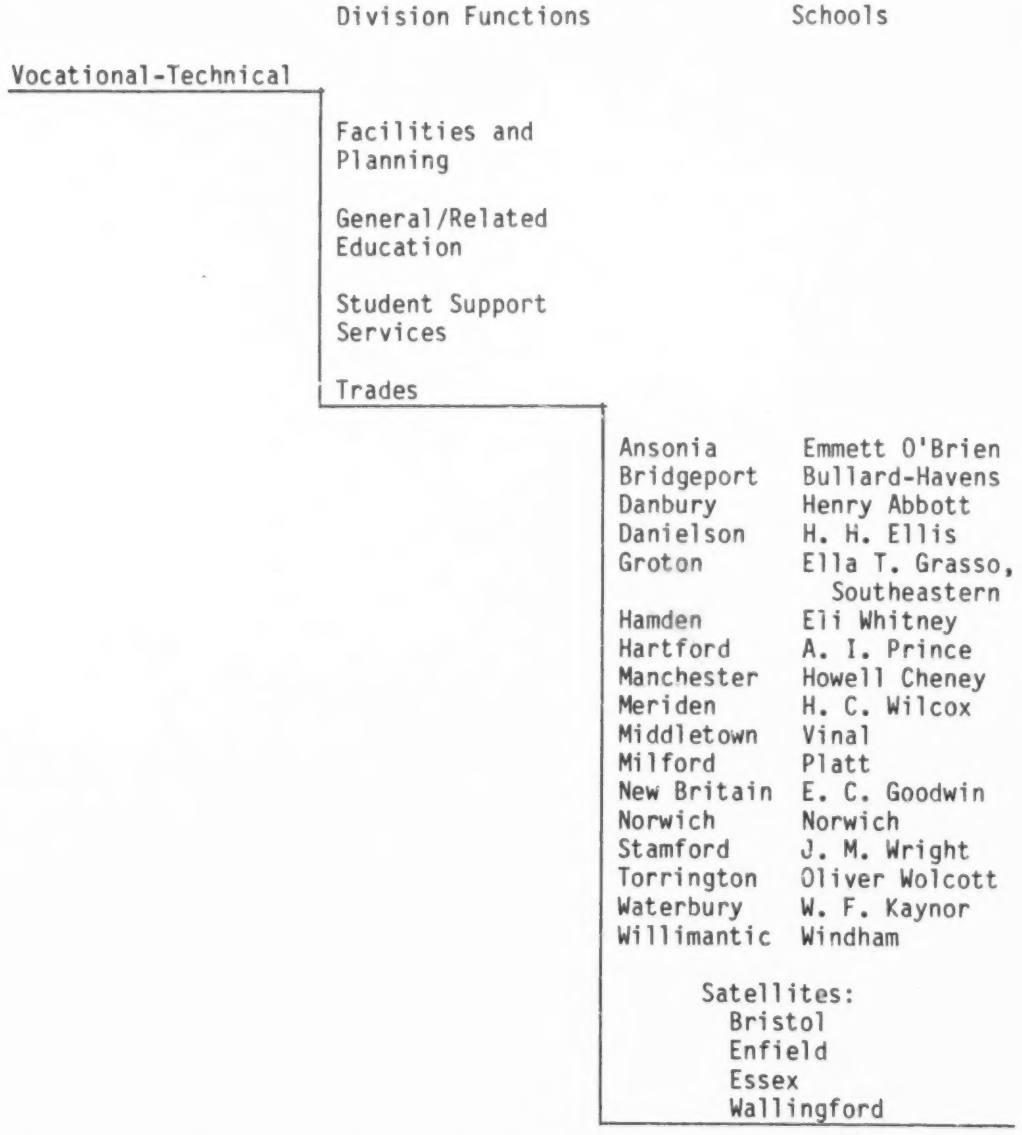


Figure 6
Division of Vocational-Technical Schools

Through the schools and satellites, the division provides technical, related and academic programs to prepare secondary, postsecondary and adult students with marketable skills in health, trade and industrial, and technical occupations. Full-time programs range in length from one year at the postsecondary level to the four-year diploma program at the secondary level. Part-time preparatory, supplemental and apprenticeship programs for adults and out-of-school youth provide opportunities to obtain basic job skills or to upgrade existing skills and knowledge.

The roles of division staff cover four major functions.

- **Facilities and Planning.** Staff is responsible for managing all renovations and new construction in the vocational-technical school system.

- **General/Related Education.** Staff consultants provide direction and consultative services for academic programs within the schools.

- **Student Support Services.** Consultants offer assistance and direction with regard to guidance, special education, remedial reading, bilingual education, Chapter 1 programs, and psychological services.

- **Trades.** The staff provides leadership and consultative services for the 44 different trade offerings in the vocational-technical schools.

1983-84 ACHIEVEMENTS

During the school year Connecticut's 17 regional vocational-technical schools provided equal access to basic skills, academic and shop programs for approximately 14,000 full-time students, in addition to an equal number of part-time enrollees, most of whom are adults undergoing retraining or skills upgrading. Programs were also offered for specific populations, such as those who have a limited proficiency in English or who are homemakers seeking to enter or return to job market.

Specific major accomplishments of the division during the year were:

- To provide a summer program in all 17 schools for support of pre-9th graders in need of academic or language support. As a result of these programs, the school retention rates increased.

- To have central office staff meet at least twice during the year with all curriculum steering committees, made up of local industry leaders. These meetings often resulted in major changes in trade curricula to keep up with changes in the workplace.

- To develop a five-year plan and initiate its first phase for the purchase of capital equipment necessary for instruction to keep pace with technological advances in the workplace.

- To develop and establish in five schools model programs for entry-level skill training of adults which may be operated in conjunction with private industry councils of the new Job Training Partnership Act (replacing CETA).

- To hold three statewide curriculum days for vocational-technical school staff. These were a continuation of in-service training and dealt with safety, English, reading, social studies, and computer literacy.

- To ensure excellence and equity in education, central office staff surveyed the conditions of existing plants and physical education facilities, kinds of activities offered, and level of participation in athletics, clubs (including skill and trade clubs such as VICA) and intramurals.

- To utilize the trade staff as advisers to the building construction personnel on modification and improvements to three regional schools (H. H. Ellis in Danielson; Windham in Willimantic; Vinal in Middletown). The trade unit's advice and recommendations for guiding modifications allowed the addition to curriculum of new trades which respond to the changing needs of the workplace.

Resources

The number of personnel and the financial resources of the Division of Vocational-Technical Schools are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 7

	General Fund					Federal Fund				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Total	1,449	$32,253,425	$7,292,252	$779,283	-	52	$1,414,295	$194,333	$263,380	$109

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